

BỘ GIÁO DỤC VÀ ĐÀO TẠO

Tiếng Anh

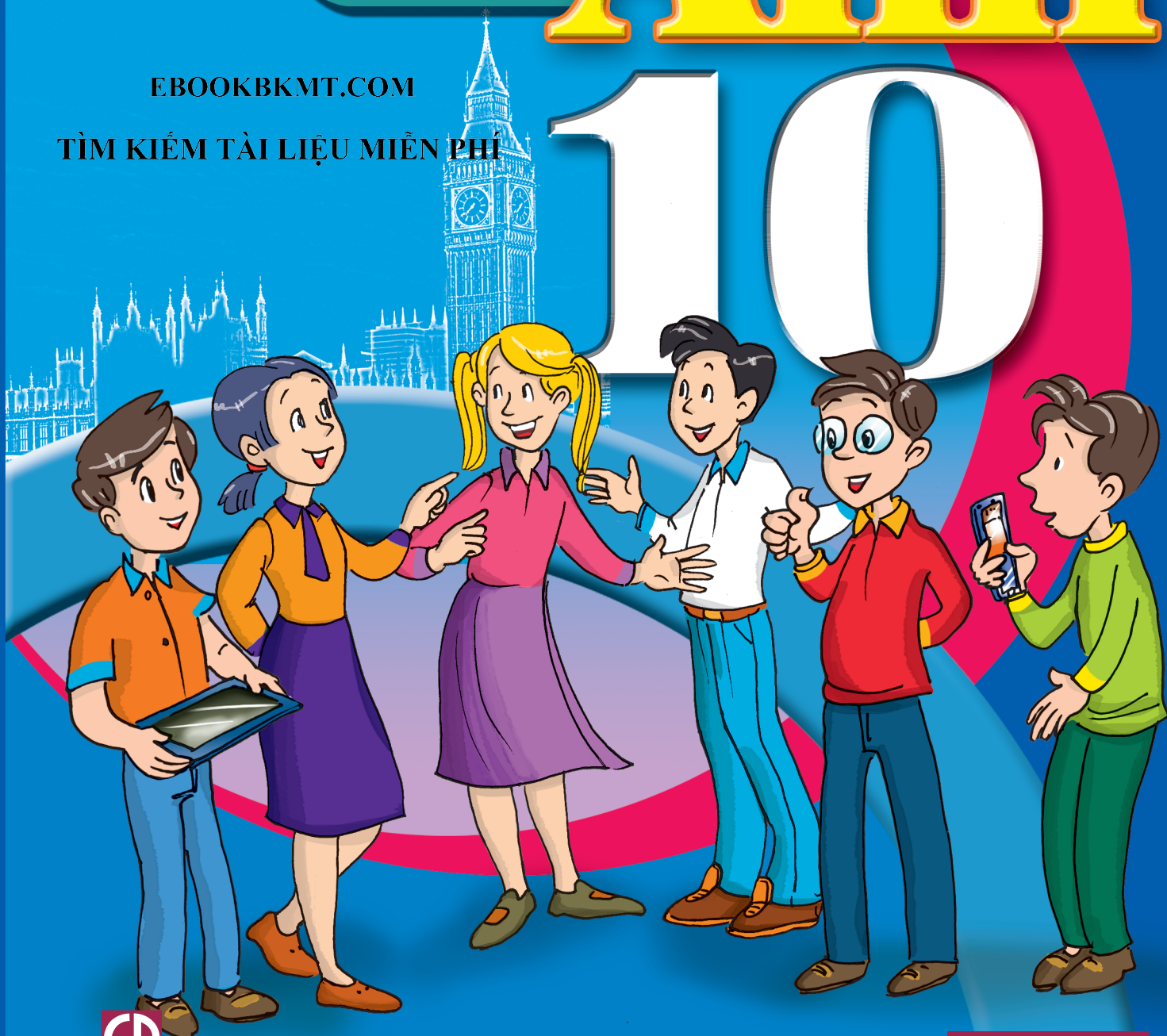
SÁCH GIÁO VIÊN

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TÌM KIẾM TÀI LIỆU MIỄN PHÍ

10



NHÀ XUẤT BẢN GIÁO DỤC VIỆT NAM

PEARSON

BỘ GIÁO DỤC VÀ ĐÀO TẠO

HOÀNG VĂN VÂN (Tổng Chủ biên) – HOÀNG THỊ XUÂN HOA (Chủ biên)

ĐẶNG HIỆP GIANG – PHAN HÀ – HOÀNG THỊ HỒNG HẢI

KIỀU THỊ THU HƯƠNG – VŨ THỊ LAN – ĐÀO NGỌC LỘC

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Tiếng Anh

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INTRODUCTION

TIENG ANH 10 is the first of a three-level English language set of textbooks for the Vietnamese upper secondary school. It follows the systematic, cyclical and theme-based curriculum approved by the Minister of Education and Training on 23rd November 2012. The aim of this set of textbooks is to develop students' communicative competence in listening, speaking, reading and writing so that when finishing upper secondary school, students will achieve level three of the Vietnamese Foreign Language Competence Framework (equivalent to B1 in the Common European Framework of Reference for Languages).

Tieng Anh 10 is divided into two volumes: **Tieng Anh 10** Volume 1 and **Tieng Anh 10** Volume 2.

THE COMPONENTS OF TIENG ANH 10 Volume 1

The complete learning set of **TIENG ANH 10** Volume 1 consists of the **STUDENT'S BOOK**, **TEACHER'S BOOK**, **WORKBOOK**, and **CD**.

STUDENT'S BOOK

The Student's Book contains:

- a book map which provides information about the sections of each unit and the structure of the book
- 5 topic-based units, each comprising 5 sections taught in eight 45-minute lessons
- 2 review lessons, each providing revision and further practice of the preceding units, taught in two 45-minute lessons
- Glossary providing phonetic transcription of the new words in the units and their Vietnamese equivalents

TEACHER'S BOOK

The Teacher's Book gives full procedural notes for teaching different parts

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of each unit and suggestions for the teaching techniques which teachers could use depending on their teaching contexts. It also provides the answer keys to the exercises in the Student's Book and the audio scripts.

WORKBOOK

The Workbook mirrors and reinforces the content of the Student's Book. It offers further practice of the language and skills taught in class, and four additional tests for students' self-assessment.

CD

The CD includes the audio for the listening activities and recording of the reading passages.

THE COMPONENTS OF EACH UNIT

Student's Book Volume 1 consists of 5 units. At the beginning of each unit, the language points and subskills to be taught are clearly stated. Each unit has five sections that should be taught in eight 45-minute lessons. These theme-based units are designed to provide students with memorable lessons and enjoyable learning experience.

SECTION 1: GETTING STARTED

GETTING STARTED is the first section of the unit. It begins with a conversation which introduces the overall topic of the unit, the basic vocabulary and the main grammatical structures. The conversation is followed by a number of activities for checking students' comprehension and practising the vocabulary and grammatical structures presented in this section.

SECTION 2: LANGUAGE

The **LANGUAGE** section comprises of three sub-sections: Vocabulary, Pronunciation and Grammar. In the Vocabulary and Grammar subsections, some of the vocabulary items and the grammar points presented in **GETTING STARTED** are now practised in more depth and some new ones

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are presented to expand students' vocabulary and grammar knowledge for use later in the unit. In the Pronunciation sub-section, students are given opportunities to practise sounds, sound clusters or word stresses which are thought to be difficult for them.

When teaching these sub-sections, it is advisable that the three aspects of a new language point – form, meaning and use – are paid due attention to. Word collocation is also a focal point in the Vocabulary sub-section. The 'Do you know ...?' box summarises the three aspects of the grammar points and provides examples, while the 'Watch out' box gives clues about the use of the grammar points presented and learnt in the section, or provides additional grammar points.

SECTION 3: SKILLS

The **SKILLS** section consists of four sub-sections: Reading, Speaking, Listening, and Writing. Those four skills are practised around the main topic of the unit, and each skill focuses on a different aspect of the topic.

Reading

This section is intended to develop students' reading abilities. It provides them with language and ideas about the topic through the reading text, which they can use later in the Speaking or Writing lessons.

Although the division between the stages is not explicit, the Reading subsection follows a three-stage teaching procedure: pre-reading, while-reading and post-reading. On average, there are four or five activities in each Reading lesson. The first activity is actually the pre-reading stage. It introduces the topic of the reading text, providing students with an opportunity to brainstorm on the topic or activating their own knowledge about it. It also helps get students involved in the reading lesson. The next two or three activities are the while-reading stage. The most useful reading skills of skimming, scanning, understanding word meaning in context, referencing, etc. are practised through various types of tasks such as 'deciding the best title for the text', multiple choice, true/false, comprehension questions and gap-filling. The last activity in the reading

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sub-section is the post-reading stage. It usually consists of a discussion activity which asks students to give their own ideas or opinions on, or share their own experience with their partners about the issue presented in or related to the reading text. This helps students both understand the text more thoroughly and practise the language used in the text.

Speaking

The Speaking sub-section follows Reading, so students can use the ideas and apply the language they learn in their speaking activities. There are three or four activities in this subsection. Although much of the needed vocabulary and grammatical structures for the speaking tasks are presented and practised in Sections 1 and 2, the speaking activities are organised and sequenced in such a way that they are closely linked with the preceding activity as a preparation for the one following it. The activities become less and less controlled in the flow of the lesson. The language and ideas are built up through the continuation of activities and examples are given when necessary, so that in the last activity students are fully prepared for their free production of the language on the given topic. In all speaking activities, students are encouraged to apply and share their own knowledge and experience to talk about the topic; therefore, the learning is highly personalised.

Listening

Like Reading, the Listening sub-section also consists of four or five activities representing the three stages of the lesson: pre-listening, while-listening, and post-listening. The first activity is to draw students' attention to the topic of the lesson, making them interested in the content of the listening text. This is also a chance for students to share with their peers their background knowledge related to the topic. The following two activities provide students with practice of the skills of listening for gist and/or listening for details. There are also tasks that help students learn new vocabulary or the new meaning of the vocabulary learnt previously in meaningful contexts. The most common task types are true/false, multiple choice, comprehension questions, etc. The last activity, which can be considered as a post-listening one aims at checking students' listening comprehension and asking them to express their opinions of the content of the listening text.

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Writing

When students learn to write in English, the two biggest problems they usually experience are lack of ideas and lack of necessary language to express ideas. The Writing subsection prepares students to cope with both of those. It often begins with a pre-writing activity that presents the topic and gives students an opportunity to brainstorm ideas related to the given topic. In the following activity, useful phrases are presented and practised so that students can use them later. Sometimes, a model text is presented with one or two tasks for students to study its structure and format before producing their own text. This approach to writing gives students some guidance so that they feel more confident and are better prepared for the writing task.

SECTION 4: COMMUNICATION AND CULTURE

This section is divided into two subsections: Communication and Culture. The **Communication** subsection provides students with an opportunity for further practice and consolidation of the skills and the language learnt previously in the unit. The skills are integrated: speaking with either reading or listening, or with both. After getting some input from the reading or listening activities, students are engaged in a discussion about the issue brought up in the reading or listening texts. Compared to the speaking activities in the Speaking lesson, speaking in this Communication subsection is less controlled. Students are encouraged to apply what they have learnt to communicate their ideas and opinions freely. Extra vocabulary is provided in this subsection if necessary.

The **Culture** subsection is aimed at providing students with cultural knowledge of the ASEAN countries and English speaking countries around the world. Through reading, students get information about cultural aspects to the topic of the unit and have a chance to compare features of Vietnamese culture with those of other countries. This will broaden students' background knowledge about the world and deepen their knowledge about the culture of Vietnam.

SECTION 5: LOOKING BACK & PROJECT

This section consists of two subsections: **Looking back** and **Project**.

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The **Looking back** subsection is designed for revision and consolidation of the language learnt in the unit. It begins with a pronunciation activity which aims at checking students' ability to recognise the sounds or the pronunciation points they have learnt. The words or phrases containing the sounds or pronunciation points are often those that students have met in other parts of the unit or taken from the reading or listening texts.

The vocabulary and grammar activities focus on the main vocabulary and grammar points learnt in the unit and are aimed at checking students' understanding of the meaning and use of those words or structures. Students are also given a chance to apply them in their own speech in the last activity of this subsection, which can be a free discussion or some other communication activity.

The **Project** is the last part of the unit. It is aimed at providing students with an opportunity to apply the language and skills they learnt throughout the unit to perform a task in a realistic situation. Students are asked to do a survey or research to get real information about their friends, their neighbourhood or to broaden their knowledge about the real world. The project tasks often involve teamwork so that students' collaborative skills are developed and their team spirits are enhanced. Much of the work for the Project is to be done outside the class, at home or during break time. The teacher can also put aside some class time for students to share the results of their project work.

NOTES ON TEACHING METHODOLOGY

- The teaching of both the language skills and language elements follows a three-stage procedure. The pre-, while-, and post-stage procedure is recommended for the skill lessons and the presentation-practice-production (PPP) procedure for the language lessons. Both procedures should be handled appropriately with respect to the prior

INTRODUCTION

knowledge, beliefs and expectations that students bring to class and the need to develop awareness, self-reflection, critical thinking and learning strategies.

- Students' talking time should be maximized and interactions between students should be facilitated. The teacher can use different question types to elicit ideas from students and guide them in the process of practising the language.
- Vocabulary and grammatical items should be presented and practised in meaningful contexts. Focus should be on use as well as form and meaning.
- The use of pairwork and groupwork should be used appropriately so that students have more opportunities to practise the language in class. However, input should be provided with clear instruction and demonstration before asking students to work in pairs or groups.
- The use of groupwork should also be used to help develop students' team spirit and teamwork skills. Due attention should be paid to both cooperation and competition when having students work in pairs or groups.
- Problems of mixed-ability classes should be dealt with by using multi-tiered tasks so that students are assigned tasks suitable for their levels. In that way, both the weaker and the better students will be encouraged to contribute to the lesson.

BOOK MAP

	Reading	Speaking	Listening	Writing
Unit 1: Family Life	<ul style="list-style-type: none"> - Reading for general ideas about household chores and duties - Understanding word meanings in context - Understanding references 	<ul style="list-style-type: none"> - Expressing opinions about housework 	<ul style="list-style-type: none"> - Listening for specific information about how roles in the family are changing 	<ul style="list-style-type: none"> - Writing about doing household chores
Unit 2: Your Body and You	<ul style="list-style-type: none"> - Reading for specific information about acupuncture 	<ul style="list-style-type: none"> - Talking about how to get rid of bad habits 	<ul style="list-style-type: none"> - Listening for gist about choosing a healthy diet 	<ul style="list-style-type: none"> - Writing about what to eat and not to eat
Unit 3: Music	<ul style="list-style-type: none"> - Reading for specific information about TV shows 	<ul style="list-style-type: none"> - Talking about TV shows 	<ul style="list-style-type: none"> - Listening to a conversation for specific information about music 	<ul style="list-style-type: none"> - Writing a biography
REVIEW 1				
Unit 4: For a Better Community	<ul style="list-style-type: none"> - Reading for specific information about why people do volunteer work 	<ul style="list-style-type: none"> - Talking about local community development 	<ul style="list-style-type: none"> - Listening to an announcement for volunteers for specific information 	<ul style="list-style-type: none"> - Writing an application letter for volunteer work
Unit 5: Inventions	<ul style="list-style-type: none"> - Reading for the main idea and specific information about inventions based on nature 	<ul style="list-style-type: none"> - Talking about inventions, their uses and their benefits 	<ul style="list-style-type: none"> - Listening to an interview for specific information 	<ul style="list-style-type: none"> - Writing about the benefits of an invention
REVIEW 2				

BOOK MAP

Language Focus	Culture	Project
<ul style="list-style-type: none"> - Review: The present simple vs. the present continuous - Words about household chores and duties in the family - Consonant clusters /tr/, /br/ and /kr/ 	Family life in Singapore and in Viet Nam	Doing a survey on family life of the students in the class
<ul style="list-style-type: none"> - Review: The future simple with <i>will</i> vs. <i>be going to</i>; The passive - Words about illnesses and health and systems of the body - Consonant clusters: /pl/, /pr/, /gl/, /gr/ 	Health practices in Indonesia and in Viet Nam	Doing a survey on the importance of categories in staying healthy
<ul style="list-style-type: none"> - Adjectives of attitude - Compound sentences; <i>to</i>-infinitives and bare infinitives - Words about music - Sound clusters: /est/, /ənt/, /eit/ 	Folk music of Indonesia and Viet Nam	Doing research on a (Vietnamese folk) song and a Dangdut song
<ul style="list-style-type: none"> - The past simple vs. the past continuous with <i>when</i> and <i>while</i> - Irregular past tense verbs - Adjective suffixes: <i>-ed</i> vs. <i>-ing</i>; <i>-ful</i> vs. <i>-less</i> - Words about volunteers and volunteer work - Consonant and consonant clusters: /nd/, /ŋ/, /nt/ 	Local and global activities for community development	Making a plan to help a person / a place in need in the students' community
<ul style="list-style-type: none"> - The present perfect - Gerunds and infinitives for description - Words about inventions - Stress patterns: compound nouns and noun groups 	Inventions in Asian countries	Describing an imaginary invention

GETTING STARTED

Household chores

1 Listen and read.

Nam: Hello?

Mr Long: Hello, Nam? This is Uncle Long. Is your dad there? I'd like to ask him out for a game of tennis.

Nam: Well, I'm afraid he can't go out with you now. He's preparing dinner.

Mr Long: Is he? Where's your mum? Doesn't she cook?

Nam: Oh, yes. My mum usually does the cooking, but she's working late today.

Mr Long: How about your sister and you? Do you help with the housework?

Nam: Yes, we do. In my family, everybody shares the household duties. Today my sister can't help with the cooking. She's studying for exams.

Mr Long: I see. So how do you divide household chores in your family?

Nam: Well, both my parents work, so we split the chores equally - my mother cooks and shops for groceries, my father cleans the house and does the heavy lifting, my sister does all the laundry, and I do the washing-up and take out the rubbish.

This unit includes:

LANGUAGE

Vocabulary

Words and phrases related to household chores and duties

Pronunciation

/tr/, /kr/ and /br/

Grammar

The present simple vs. the present continuous

SKILLS

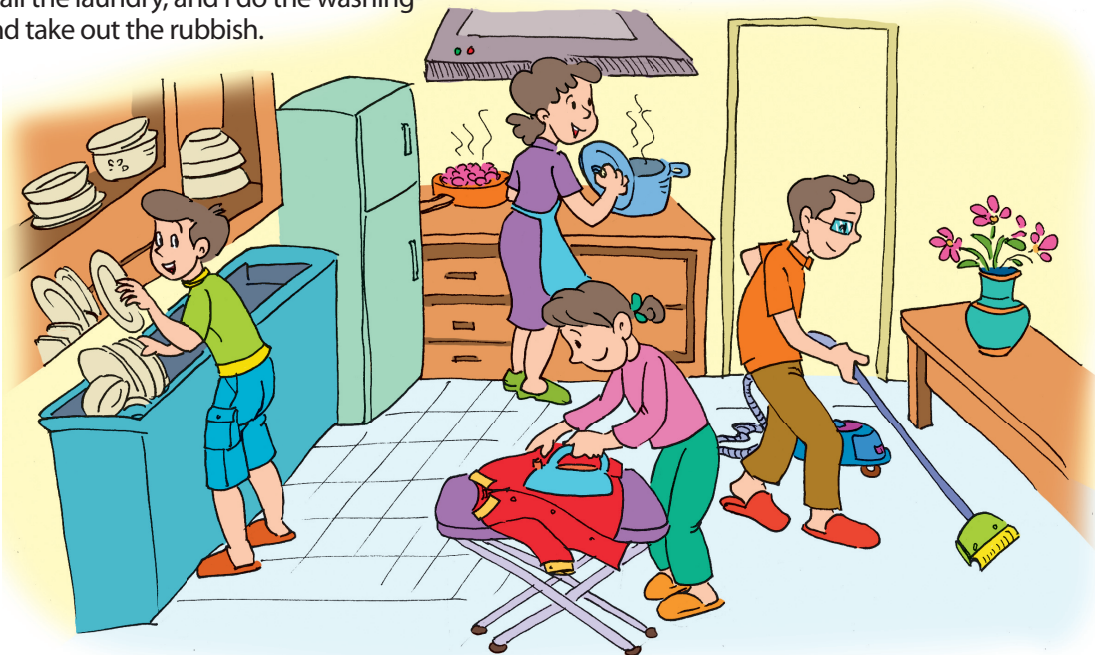
- Reading about the benefits of sharing housework
- Exchanging opinions about household chores
- Listening to a TV programme about the roles of family members
- Writing about doing household chores in the family

COMMUNICATION AND CULTURE

Family life in different cultures

Mr Long: Really? It's different in my family. My wife handles most of the chores around the house and I'm responsible for the household finances. She's the homemaker and I'm the breadwinner. Anyway, I have to go now. Tell your dad I called. Bye.

Nam: Oh yes, I will. Bye, Uncle Long.



OBJECTIVES

By the end of this unit, Ss can

- use lexical items related to the topic *Family life*
- pronounce consonant clusters /tr/, /kr/ and /br/ correctly in isolation and in context
- understand the present simple vs. the present continuous
- read for specific information about the benefits of sharing housework
- exchange opinions about household chores
- listen to understand a TV programme about roles performed by family members
- write about doing household chores in the family
- understand different family lifestyles in different cultures

GETTING STARTED

Household chores

Lead-in: Begin the lesson by asking Ss if they often do housework and what housework each member of their family does. Then ask them to look at the picture and guess what they show.

1 The aim of this activity is to introduce the topic of the unit, vocabulary about household chores and the grammar point taught in the unit. Ask Ss questions about the pictures:

E.g. - Who are the people in the picture?

- What are they doing?

- Play the recording. Ask Ss to listen and read along silently.

LANGUAGE

Vocabulary

1 Match the words and phrases with their meanings below.

- | | |
|------------------|---------------|
| 1. chore | 2. homemaker |
| 3. breadwinner | 4. groceries |
| 5. split | 6. laundry |
| 7. heavy lifting | 8. washing-up |

- a. the member of a family who earns the money that the family needs
- b. divide
- c. the act of washing the dishes after a meal
- d. an action that requires physical strength
- e. a person who manages the home and often raises children instead of earning money from a job
- f. a routine task, especially a household one
- g. clothes washing
- h. food and other goods sold at a shop or a supermarket

2 List all the household chores that are mentioned in the conversation. Then add more chores to the list.

3 Work in pairs. Discuss the questions below.

- 1. What household chores do you usually do?
- 2. How do you divide household duties in your family?

2 Work in pairs. Decide whether the following statements are true (T), false (F), or not given (NG) and tick the correct box.

	T	F	NG
1. Nam's father is going out to play tennis with Mr Long.			
2. Nam's mother is a busy woman.			
3. Nam's sister is cooking dinner.			
4. Sometimes Nam's father cooks.			
5. Everybody in Nam's family does some of the housework.			
6. Mr Long never does any household chores.			

3 Listen and repeat the words or phrases.

- | | | |
|--------------------|------------|---------------|
| rubbish | washing-up | laundry |
| household finances | | groceries |
| household chores | | heavy lifting |

4 Write the verbs or verb phrases that are used with the words or phrases in the conversation.

	Verbs / verb phrases	Words / phrases
1		(household) chores
2		rubbish
3		laundry
4		groceries
5		heavy lifting
6		washing-up
7		household finances



- 2** Ask Ss to work in pairs to decide whether the statements are true (T), false (F), or not given (NG). Have Ss refer back to the conversation to give reasons for their answers. Then check their answers, and give explanations.

Key

- | | | |
|------|-------|-------|
| 1. F | 2. NG | 3. F |
| 4. T | 5. T | 6. NG |

- 3** Play the recording. Ask Ss to listen and repeat the words / phrases.

Audio script

- | | |
|--------------------|------------|
| household chores | laundry |
| household finances | rubbish |
| heavy lifting | groceries |
| | washing-up |

- 4** Tell Ss to refer back to the conversation to find the verbs / verb phrases that go with the words / phrases in the conversation. Play the recording again if necessary. Ask Ss to pay attention to words that are often used together (collocations) then ask them to give some examples.

Key

	Verbs / Verb phrases	Words / Phrases
1	split, divide, handle	(household) chores
2	take out	rubbish
3	do	laundry
4	shop for	groceries
5	do	heavy lifting
6	do	washing-up
7	be responsible for	household finances

LANGUAGE

Vocabulary

- 1** Ask Ss to work individually, read the words and phrases in the box, then discuss and find the meaning for each of them (a - h). Provide support if necessary by guiding Ss to use the context of the conversation to choose the meaning for the words / phrases.

Key

- | | | | |
|-------------|-------------|-------------|-------------|
| 1. f | 2. e | 3. a | 4. h |
| 5. b | 6. g | 7. d | 8. c |

- 2** Ask Ss to work in pairs. Read the conversation in **GETTING STARTED** again and list all the household chores that are mentioned in the conversation.

- Then elicit more chores to add to the list.

Key

Chores from the conversation:

- prepare dinner
- cook (do the cooking)
- shop
- clean the house
- take out the rubbish
- do the laundry
- do the washing-up
- do the heavy lifting
- be responsible for the household finances

Other chores (examples):

- mop / sweep / tidy up the house
- bathe the baby
- feed the baby
- water the houseplants
- feed the cat / dog
- iron / fold / put away the clothes
- lay the table for meals

- 3** Have Ss work in pairs or groups to ask and answer the questions. Encourage them to use the chores in the list in their answers. Before working in pairs, Ss may work individually. Ask Ss to read the list again and write down who does each of the chores in their families.

- Check to make sure Ss use the correct verbs / verb phrases in the correct tense with the name of the chores.

Pronunciation

1 Listen and repeat.

/tr/	/kr/	/br/
trash	create	breadwinner
tree	critical	breakfast
train	cream	brown
treat	crane	brother
true	crack	brush

2 Listen to the sentences and circle the word you hear.

- a. trashed b. crashed c. brushed
- a. train b. crane c. brain
- a. tread b. create c. bread
- a. true b. crew c. brew

Grammar

1 Read the text and choose the correct verb form.

Mrs Hang is a housewife. Every day, she (1) does / is doing most of the housework. She (2) cooks / is cooking, washes the clothes and (3) cleans / is cleaning the house. But today is Mother's Day and Mrs Hang isn't doing any housework. Her husband and children are doing it all for her. At the moment, she (4) watches / is watching her favourite programme on TV. Her daughter, Lan, (5) does / is doing the cooking; her son, Minh, (6) does / is doing the laundry; and her husband, Mr Long, (7) tidies up / is tidying up the house. Everybody in the family (8) tries / is trying hard to make it a special day for Mrs Hang.



Do you know ...?

- The present simple is used to talk about daily habits and routines.
- The present continuous is used to talk about something that is happening or not happening now, at the moment of speaking.

2 Use the verbs in brackets in their correct form to complete the sentences.

- Mrs Lan usually (do) the cooking for the family, but she (not cook) now. She (work) on an urgent report at the moment.
- I'm afraid you can't talk to him now. He (take out) the rubbish.
- He (clean) the house every day. He (clean) it now.
- My sister can't do any housework today. She (prepare) for her exams.
- They divide the duties in the family. She (look after) the children, and her husband (work) to earn money.
- It's 7.30 p.m. now and my father (watch) the *Evening News* on TV. He (watch) it every evening.



Watch out!

What are some words that can give you clues about which tense to use?

now ... , at the moment ... , + present continuous
presently ...
usually, always, every day, ... + present continuous



Pronunciation

- 1 Play the recording and let Ss listen. Play it again with pauses for them to repeat each word.
 - Give the meaning of the words if necessary. Help Ss distinguish the three sound clusters.
 - Ask Ss to work in pairs and take turns reading the words in columns and in rows. Then, invite individuals to read the words in one or two rows.
- 2 Ask Ss to read the words in rows, paying attention to the difference between the sound clusters.
 - Play the recording and have Ss listen to the sentences and circle the word they hear.
 - Check Ss' answers by asking them to call out the letter (a, b or c) corresponding to the word they hear.

Audio script

1. Her brother borrowed her motorbike and crashed it.
2. The crane has been there for quite a while.
3. I like bread with butter.
4. Is it true that he quit?

Key

1. **b** 2. **b** 3. **c** 4. **a**

Grammar

- 1 Have Ss read the text individually once and ask them to pay attention to the words / phrases such as *every day*, *today*, *at the moment*, and ask them what verb forms are often used in the sentences that have these words / phrases. Ask Ss to choose the correct verb form.
 - Ask Ss to work in pairs to compare their answers.
 - Check Ss' answers and then elicit from them the rules of using the present simple and the present continuous.

Key

- | | |
|------------------|----------------|
| 1. does | 2. cooks |
| 3. cleans | 4. is watching |
| 5. is doing | 6. is doing |
| 7. is tidying up | 8. is trying |

- 2 Have Ss work in pairs to give their answers. Observe and help when and where necessary. Ask Ss to use the words / phrases: *now*, *at the moment*, *usually*, *today*, *every evening*, etc. as clues for their answers.
 - Check Ss' answers by asking individuals to take turns reading aloud each of the sentences.

Key

- | | |
|-------------------------------------|-------------------------|
| 1. does, is not cooking, is working | 2. is taking out |
| 3. cleans, is cleaning | 4. is preparing |
| 5. looks after, works | 6. is watching, watches |

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I've revised the use of the present simple and the present continuous. Now I can use the two tenses correctly. I can use word collocations correctly to talk about different household chores.*

SKILLS

Reading

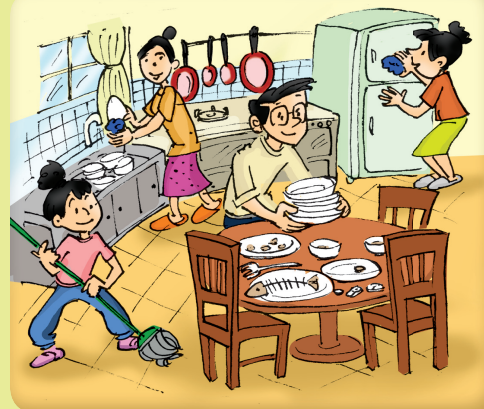
Sharing housework

1 Look at the picture and answer the questions.

- What are the people in the picture doing?
- Do you think they are happy? Why / Why not?

2 Read the text below and decide which of the following is the best title for it.

- Doing Housework is Good for Children
- Husbands Who Share Housework Make Their Wives Happy
- Sharing Housework Makes the Family Happier



In many cultures, doing housework is considered a woman's duty. The mother is usually the homemaker, who has to do most of the household chores, while the father is the breadwinner, who is responsible for the family finances. However, it is not good for the mother when the rest of the family does not help out. When families share household chores, it is good for them as individuals and good for all the relationships within the family.

According to psychologists, most people do not realise the enormous benefits that come to a family when husbands and children share the housework. Children who share the housework with their mums and dads do better at school, become more sociable, and have better relationships with their teachers and friends. They learn good skills, are more responsible, and tend to be overall good people. When men share the housework, they tend to have better relationships with their wives. Women often feel happy when they see their husbands doing housework because **it** says, 'He cares about me and he doesn't want to put all of the housework on me.' Women whose husbands do not contribute to the household chores are more vulnerable to illness and tend to think more about divorce.

When everyone works together on household chores, **it** creates a positive atmosphere for the family and sets a good example for the children. This is especially true if mum and dad can find a way to work well together and are not critical of each other.

3 Read the text again. Do you understand the words from the context? Tick the appropriate meaning for each word from the text.

- sociable
 - ☐ a. friendly
 - ☐ b. unfriendly
- vulnerable
 - ☐ a. able to be well protected
 - ☐ b. able to be easily physically, emotionally, or mentally hurt.
- critical
 - ☐ a. saying that something is good
 - ☐ b. saying that something is bad
- enormous
 - ☐ a. not very large
 - ☐ b. very very large
- tend
 - ☐ a. likely to behave in a particular way
 - ☐ b. unlikely to behave in a particular way

4 a What does 'it' in line 11 mean ...?

- women feeling happy
- women seeing their husbands doing housework
- the husbands doing housework

b What does 'it' in line 14 mean ...?

- a good example for children
- everyone working together in the house
- a positive family atmosphere

5 Answer the questions.

- How do children benefit from sharing housework?
- Why do men tend to have better relationships with their wives when they share housework?
- What may happen to women whose husbands do not contribute to the household chores?
- How does the family benefit when everyone works together on household chores?

6 Discuss with a partner.

- Do you have any problems with sharing housework?
- What benefits do you get when sharing housework?

SKILLS

Reading

Sharing housework

Lead-in: Inform Ss of the lesson objectives: reading and understanding the text about roles in the family by skimming the text to get the general idea and scanning the text to get some specific details.

- 1 Let Ss work in groups, look at the picture and answer the questions. Ask Ss to call out the answers to question 1 freely. For question 2, ask a representative of each group to give the opinion of the group. The answer can be 'Yes, they are. Because they do the housework together. / Because all members of the family share the housework.'
- 2 Have Ss read the three headings (a – c) first. Make sure that they understand all of them and tell Ss that one of them is the title for the text; they have to read the text and decide which one it is.
- Ask Ss to read through the text once without stopping at the words that they don't know the meaning of, and then ask them to work in pairs to decide on the best title for the text. Remind Ss that the title for the text is the one that gives the general idea of the whole text.
- Check Ss' answers and guide Ss to the correct choice if necessary by helping them eliminate the sentences that are only about one aspect of the text.

Key c

- 3 Have Ss read the text again and underline the words *sociable*, *vulnerable*, *critical*, *enormous* and *tend* when they see them in the text. Then, ask Ss to work in pairs to choose the appropriate meaning for each word from the text. Explain to Ss how to use context to guess the meaning of the unknown words if necessary.

Key 1. a 2. b 3. b 4. b 5. a

- 4 Ask Ss to continue to work in pairs, and find out what **it** refers to in each of the sentences. Let Ss read and understand the sentences before and after the one that has the word in it to decide what **it** means. Ss can use the elimination technique to get the right answer.

Key: a. C b. B

- 5 Put Ss in groups of three; ask them to read the questions first to make sure they understand what information they need in order to answer the questions. It may help if Ss can underline the key words in the questions. For example:

1. How do children benefit from sharing housework?
2. Why do men tend to have better relationships with their wives when they share housework?
3. What may happen to women whose husbands do not contribute to the household chores?
4. How does the family benefit when everyone works together on household chores?
- Then ask Ss to read the text again, and locate the part of the text where they can get the answer to each of the questions before they discuss the answers.
- Check Ss' answers by inviting a representative from each group to give the answer to one of the questions. If the Ss' answer is incorrect, don't give the right one at once, but try to elicit it from other Ss.

Key

1. They do better at school, become more sociable, and have better relationships with their teachers and friends.
2. Because it shows that they care about their wives and this makes their wives happy.
3. They may fall ill easily or may think about divorce.
4. There is a positive atmosphere for the family.

- 6 **Note:** This post-reading activity gives Ss a chance to apply what they have read in the text to express their own ideas about the problems and benefits they actually experience in doing housework.
- Put Ss in groups of four and let them discuss the questions freely. If Ss have difficulty with ideas, give them some examples of problems such as problems with time, skills and attitude. Or make suggestions by asking Ss Yes / No questions about the problems / benefits. If there is a time constraint, ask Ss to answer just one of the questions. Give time for one or two groups to report the discussion results to the class.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I've learnt about the benefits of sharing housework in the family. I can read and get the general idea of a text; I can guess the meaning of words in context; and I can make references when reading a text.*

Speaking

Chores I like!

- 1** Which household chores do you like doing and which do you dislike? Write your answers to the questions in the table below and add a reason.

Likes		Dislikes	
Name of chore	Reason	Name of chore	Reason
<i>cooking</i>	<i>I like eating.</i>	<i>cleaning the bathroom</i>	<i>It's dirty.</i>

- 2** Below is part of Anna's interview with Mai. They are talking about the household chores Mai likes and dislikes. Match Mai's answers with Anna's questions. Then practise the conversation.

Anna	Mai
1. What household chores do you do every day?	a. Well, I think I like sweeping the house.
2. Which of the chores do you like doing the most?	b. Washing the dishes, because I often break things when I do the washing-up.
3. What do you like about it?	c. I do the laundry, wash the dishes, and sweep the house. I sometimes do the cooking when my mum is busy.
4. Which of the chores do you dislike doing the most?	d. It's not too hard, and I like seeing the house clean after I sweep it.

- 3** Have a similar conversation with a partner. Find out which chores she / he likes or dislikes the most and why. Report your findings to the class.



Speaking

Chores I like!

Lead-in: Introduce the topic by writing some letters on the board and ask Ss to make a correct word with the letters.

E.g. krohowuse (housework), roches (chores), etc.

1 Ask Ss to work by themselves, write at least three household chores they like and three they dislike doing in the 'Name of chore' column, then add a reason why they like or dislike the chore. Ss may have difficulty in giving the reasons, so go round to help when and where necessary.

- Ask Ss to work in pairs to compare their completed table to find out the different and similar ideas about housework.

2 Have Ss work in pairs. Ask them to read all the questions in Anna's column first and underline the key words in each question before asking them to guess the answer to each question.

1. *What household chores do you do every day?*
2. *Which of the chores do you like doing the most?*
3. *What do you like about it?*
4. *Which of the chores do you dislike doing the most?*

- Encourage Ss to use the key words as cues to find the answers in Mai's column to match with Anna's questions.

- Ask Ss to take turns being Mai and Anna to practise the conversation.

Key	1. c	2. a	3. d	4. b
------------	-------------	-------------	-------------	-------------

Anna: What household chores do you do every day?

Mai: I do the laundry, wash the dishes, and sweep the house. I sometimes do the cooking when my mum is busy.

Anna: Which of the chores do you like doing the most?

Mai: Well, I think I like sweeping the house.

Anna: What do you like about it?

Mai: It's not too hard, and I like seeing the house clean after I sweep it.

Anna: Which of the chores do you dislike doing the most?

Mai: Washing the dishes, because I often break things when I do the washing-up.

3 Ask Ss to work with a different partner to have a similar conversation. Explain that this time they should talk about themselves, and they have to find out what chores their partner does, what chore she / he likes or dislikes the most and why. Tell Ss to use the questions in Activity **2** and the ideas in Activity **1** to do this activity.

- Invite a student from one or two pairs to report to the class what he / she has found out about his / her partner.

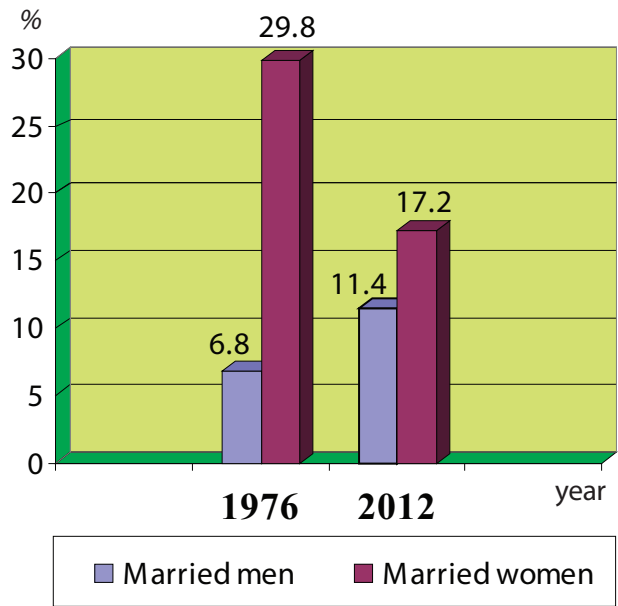
LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *Now I can talk about the household chores I often do and express my opinions about them.*

Listening

Family life – Changing roles

1 Look at the chart and discuss the changes in weekly hours of basic housework by married men and married women in the USA between 1976 and 2012. Guess the reasons for the changes.



2 Listen to a family expert talking about how the roles of men and women in families have changed and decide whether the following statements are true (T) or false (F).

	T	F
1. Men's and women's roles in the family have become similar.		
2. Both men and women now work to contribute to the family finances.		
3. According to 'equally shared parenting', both men and women have equal chances for recreation.		
4. According to 'equally shared parenting', the husband's career is less important than the wife's.		
5. Families following 'equally shared parenting' are happier.		

3 Work in pairs. Match the word / phrase with its appropriate meaning.

1. balance

2. nurture

3. equally shared parenting

4. traditional

5. solution

a. a way of solving a problem or dealing with a difficult situation

b. to care for and protect somebody / something while they are growing and developing

c. sharing housework and childcare evenly

d. existing for a long time

e. a state where things are of equal weight or force

4 Listen again and answer the questions.

1. How has the role of men in the family changed?
2. How have men's and women's roles become alike?
3. What is the result of 'equally shared parenting'?



Listening

Family life – Changing roles

Lead-in: Introduce the topic: write down two words *wife / woman – husband / man* and ask Ss to make two word webs about the roles of wife / woman and husband / man in the family. Ss are free to call out their answers and T writes down the words in the web.

1 Ask Ss to work in pairs, looking at the chart and discussing the changes in the weekly hours of basic housework by married men and married women in the USA between 1976 and 2012. Ss don't have to report the exact number of hours men and women spend on doing housework. They can just talk about the general changes.

- Encourage Ss to guess the reasons for the changes. Ask them to call out their guesses. Write the reasons given by Ss on a corner of the board so that they can see if their guesses are correct later, after they listen to the recording.

2 Tell Ss that they are going to listen to a family expert talking about how the roles of men and women in families have changed. Ask them to read all the statements and guess if they are true or false. Make sure that Ss understand all the statements. If there are new words to Ss, explain them or give the Vietnamese equivalents to save time for other activities.

- Play the recording and have Ss do the exercise. Check Ss' answers. If many Ss in the class have incorrect answers, play the recording again, and stop at the place where Ss can get the correct answers.

Audio script

Today we'll discuss the changes in roles performed by men and women in the family. Changes in family life have made men's and women's roles more alike than ever as the wives are also be responsible for the family finances.

Family experts say the old notions of who does what in families may be more and more unclear. Men are not the sole breadwinners for the family like they used to be and they are becoming much more involved in housework and parenting.

Because men's and women's roles in families have become more alike, for couples to balance their work and family life, perhaps, 'equally shared parenting' is the best solution. 'Equally shared parenting' means the 'conscious and purposeful sharing' in four domains of life:

1. Child-raising: Both parents have equal responsibility to nurture and to take care of the children;
2. Breadwinning: Husband's and wife's careers are equally important;
3. Housework: The household chores should be equally divided between the wife and the husband;
4. Recreation: Both partners have an equal chance and time for their own interests, and of course, to be with each other.

Experts have found out that families that can keep to those four principles of 'equally shared parenting' become happier and the divorce rate is the lowest amongst them.

Key	1. T	2. T
	3. T	4. F 5. T

3 Have Ss work in pairs to match the word / phrase with its appropriate meaning. To help Ss get the answers easily, ask them if they know the part of speech of the word / phrase given, and then choose the meaning.

Key	1. e	2. b
	3. c	4. d 5. a

4 Ask Ss to read the questions carefully. Make sure that they understand what is asked in each question. Have them underline the key words if necessary. Then play the recording and let Ss listen to it and answer the questions.

- Ask Ss to work with a partner to compare their answers.
- Invite representatives from pairs to present the answer to each of the questions to the class. Give feedback and correction if necessary.

1. How has the role of men in the family changed?
2. How have men's and women's roles become alike?
3. What is the result of 'equally shared parenting'?

Key

1. They are not the only breadwinner in the family, and they get more involved in housework and parenting.
2. Both are responsible for family finances, home-making / housework, and parenting.
3. The families become happier and the divorce rate amongst them is the lowest.

Writing

“Many hands make light work.”

- 1 Work in pairs. Discuss the meaning of the saying above. Do you agree with it? How does this saying apply to doing housework in the family?
- 2 Read the text about Lam’s family below and complete the chore chart.

I live in a family of four: my parents, my younger sister and I. We are all very busy people: both my parents work, my sister and I spend most of our time at school, so we split the household chores equally.

My dad is responsible for mending things around the house. He also cleans the bathroom twice a week. My mum does most of the cooking and grocery shopping.

Being the elder child in the family, I take up a large share of housework. I do the laundry, take out the rubbish, and clean the fridge once a week. My younger sister An’s responsibilities include helping Mum to prepare meals and washing the dishes. My sister and I take turns laying the table for meals, sweeping the house, and feeding the cat.

We do our share of housework willingly as we know that if everyone contributes, the burden is less and everyone can have some time to relax.

HOUSEHOLD CHORE CHART

Dad	
Mum	
Lam	
An	

3 Read the text again and answer the questions.

- 1. How many people are there in Lam’s family?
- 2. Why are they very busy?
- 3. How do they split the housework in the family?
- 4. What household chores does each member of the family do?
- 5. Do the family members enjoy the housework?
- 6. What are the benefits of everyone in the family sharing the housework?

4 Make your family chore chart. Then, using the ideas in the chart, write a paragraph about how people in your family share housework based on the ideas in the chart. You can use the questions in 3 as cues for your writing.

Family Chore Chart

Name: Mum

Chore List



★ ★ ★ ★ ★

★ ★ ★ ★ ★

★ ★ ★ ★ ★

★ ★ ★ ★ ★

Name: Dad

Chore List



★ ★ ★ ★ ★

★ ★ ★ ★ ★

★ ★ ★ ★ ★

★ ★ ★ ★ ★

Name:

Chore List



★ ★ ★ ★ ★

★ ★ ★ ★ ★

★ ★ ★ ★ ★

★ ★ ★ ★ ★

Name:

Chore List



★ ★ ★ ★ ★

★ ★ ★ ★ ★

★ ★ ★ ★ ★

★ ★ ★ ★ ★

Writing

“Many hands make light work.”

Lead-in: Introduce the topic by writing the word *Chores* on the board and ask Ss to say as many things connected to it as they can. Let Ss call out their answers. Based on what has been written on the board, tell Ss that there are so many chores that people have to do in the house and not many of them are interesting. Then ask Ss what may happen if just one or two people in the family have to do all the chores. (They may be very tired / They may not have enough time to relax or have entertainment, etc.)

1 Ask Ss to work in pairs to discuss the meaning of the saying. This saying means if many people share a piece of work, it will become easy for everybody. This also applies to doing housework in the family: if all family members contribute to housework, each won't have to do much.

- Ask if Ss agree or disagree with the saying and let them express their opinions freely.

2 Have Ss read through the text about Lam's family and complete the chore chart. Tell Ss that this time they only need to pay attention to the information needed to complete the table.

Key

Dad	mending things around the house, cleaning the bathroom
Mum	doing most of the cooking and grocery shopping
Lam	doing the laundry, taking out the rubbish and cleaning the fridge, laying the table for meals, sweeping the house and feeding the cat (share with sister)
An	helping Mum prepare meals and washing the dishes, laying the table for meals, sweeping the house and feeding the cat (share with brother)

3 The main purpose of this activity is not to check Ss' comprehension but to help Ss with the structures and ideas so that they can write a paragraph about their own family later.

- Have Ss read the questions to know what information they will have to find in the text this time. Then ask them to read the text again and answer the questions.
- When Ss finish the activity, ask them to work with their partners to compare the answers. Then invite some Ss to present the answers to the class. Provide correction if necessary.

Key

1. There are four people in Lam's family.
2. Because both parents work and the children spend most of their time at school.
3. They split the housework equally in the family.
4. The father mends things around the house and cleans the bathroom; the mother does most of the cooking and grocery shopping; Lam does the laundry, takes out the trash and cleans the fridge once a week; An helps her mother to prepare meals and washes the dishes; Lam and An take turns laying the table for meals, sweeping the house, and feeding the cat.
5. Yes, they do. They do it willingly.
6. The burden is less, so everyone has time to relax.

4 Ask Ss to work individually to make their own family chore chart. Show them how to do it by drawing a chore chart on the board and asking one student to complete it. After Ss finish their family chore charts, ask some of them to show their charts to the class and give comments about them.

- Ask Ss to make an outline of the paragraph about how people in their family share housework based on the structure of the text in Activity **2** and the guiding questions in Activity **3**. The paragraph can consist of three parts:
 - Introduction to the family: how many people, who the members are, etc. (questions 1 & 2)
 - How the family members share housework, what each of them does. (questions 3 & 4)
 - What family members think of doing housework. (questions 5 & 6)
- When Ss finish their writing, ask them to exchange it with their partners for peer comment.
- Alternatively, go round the class when Ss are writing, noting down good ideas as well as errors in Ss' writing. After Ss finish their writing, give some general comments and write the good ideas in one column and errors in another. Ask the class to comment on the ideas and correct the errors.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I've learnt how to write a paragraph about family chores and now I can write about how each member of my family contributes to doing housework.*

COMMUNICATION AND CULTURE

Communication

Discussion

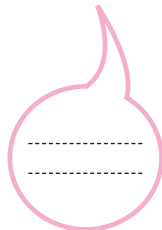
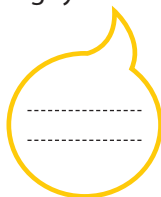
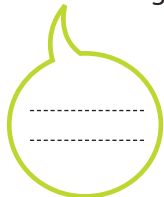
Who does what in your family?



1 Look at the pictures. What is the person in each picture doing? Do you think they are happy? Why? or Why not?

2 Listen to the TV talk show. Who said what?

1. Mr Pham Hoang 2. Mr Nguyen Nam 3. Ms Mai Lan



- Women also work to share the household financial burden with their husbands.
- Homemaking can't only be the job of the wife.
- A woman's job is to look after everybody in the family and take care of the house.
- Both husband and wife should join hands to provide for the family and to make it happy.
- In the family, the husband is the provider.
- Women's roles have changed.

3 Work in groups. Discuss the questions. Then, report your group's opinions to the class.

- Whose opinion do you agree with?
- What do you think the roles of the wife and the husband should be? Give reason(s) for your opinion.
- What roles do your mother and father perform in your family?
- Are your mother and father happy about their roles? Why? or Why not?

Culture

Read the two texts about family life in Singapore and in Viet Nam then answer the questions.

SINGAPORE

In Singapore today, people tend to live in nuclear families which consist of parents and children. Families in Singapore are getting smaller. Many children even grow up in single-parent homes. In most Singaporean families, both parents work. Very young children go to nursery schools or stay home with a child-minder when their parents are at work. Old people usually live in their own homes or a nursing home if they cannot look after themselves. Singaporean parents try to spend their free time collaborating with the school in educating their children through the activities of the Parent Support Group or Parent Teacher Association.

VIET NAM

The extended family, which consists of three or even four generations - great grandparents, grandparents, parents and children - is still very popular in Viet Nam. In most Vietnamese families, when both parents work, young children stay home and are looked after by their grandparents or great-grandparents. On the other hand, it is the duty of the young people to take care of their elderly parents. A person will be considered ungrateful if he / she does not take good care of his / her parents or grandparents. Vietnamese parents often spend their free time helping their children with their homework or giving them advice on behaviour.

Questions	Answers	
	In Singapore	In Viet Nam
1 What type of family is popular in the country?		
2 Who takes care of young children when their parents are at work?		
3 Who looks after elderly parents?		
4 How do the parents contribute to educating their children?		

COMMUNICATION AND CULTURE

Communication

Discussion

Who does what in your family?

- 1 Ask Ss to work in pairs to describe the pictures, saying what the person in each picture is doing and how they look.
- 2 Tell Ss that they are going to listen to a TV talk show and will have to find out who said what in the show.
- Ask Ss how many people take part in the talk show and who they are (three, Mr Pham Hoang, Ms Mai Lan, and Mr Nguyen Nam).
- Have Ss read the statements (a - g) and make sure that they understand all of them. Check if Ss know the meaning of some words and phrases such as *household financial burden*, *homemaking*, *join hands*, *provider* and *neat*. Help Ss get the meaning if they don't know the words by asking them questions or by providing them with the Vietnamese equivalents of the words / phrases.
- Play the recording. Have Ss listen and do the activity. Ss may need to listen to the recording more than once to complete the activity.

Audio script

TV Host: Good evening, welcome to our *Happy Family Programme*. Our topic today is 'Roles in the Family', and our guests are Mr Pham Hoang, an artist, Mr Nguyen Nam, a teacher, and Ms Mai Lan, a doctor. Now, we'll hear what they think the roles of the wife and husband are in the family nowadays. What do you think about this, Mr Pham Hoang?

Mr Pham Hoang: Well, in my opinion, in the family, the husband is the provider while the wife is the homemaker. Her job is to look after everybody in the family and take care of the house to make sure that it's clean and neat, and that the family has good meals every day.

TV Host: So you mean the wife has to do most of the housework? What do you think, Ms Mai Lan?

Ms Mai Lan: Well, I don't think so. Women's roles have changed. They also work to share the financial burden with their husbands, so their husbands should share household duties with them.

TV Host: I see. What do you think, Mr Nguyen Nam?

Mr Nguyen Nam: I agree with Ms Mai Lan. Homemaking can't only be the job of the wife or the husband. Both should join hands to provide for the family and to make it happy.

- Key**
- 1. Mr Pham Hoang: **c, e**
 - 2. Ms Mai Lan: **a, f**
 - 3. Mr Nguyen Nam: **b, d**

- 3 Have Ss work in groups of four to discuss the questions. Tell them to refer back to the ideas in Activity 2 to answer the questions, but they can also express their opinions freely. Ask the groups to assign a note-taker who will note down all the ideas of the group members and report them to the class later.
- When Ss finish answering the questions, call one or two to report their group's opinions to the class note-takers. Encourage other Ss to give comments.

Culture

Lead-in: Have Ss look at the pictures at the end of the unit (on page 15) and answer the questions about them. Ask Ss some guiding questions or Yes / No questions. E.g. *Are they families? How many people are there in each of the families? Where are they from? Can you see the elderly people in the pictures? Who are they? What are the differences between the two families?*, etc.

- 1 Ask Ss to work in pairs. One reads the text about family life in Singapore and the other reads the text about family life in Viet Nam, then each writes down his / her answers to the questions about his / her text.
- Help with some vocabulary Ss don't know such as *nursery school*, *child-minder*, *great grandparents*, *generation*, *ungrateful*, etc. Tell Ss their meanings or elicit them from other Ss in the class.
- When each student finishes the activity, they should ask their partners questions and use the information provided by their partners to complete the table in the book.

Questions		Answers	
		In Singapore	In Viet Nam
1	What type of family is popular in the country?	nuclear family	extended family
2	Who takes care of young children when their parents are at work?	Nursery school or child-minder	Grandparents or great grandparents
3	Who looks after elderly parents?	Nursing homes	Their children
4	How do the parents contribute to educating their children?	They take part in the activities of the Parent Support Group or Parent Teacher Association.	They help their children with their homework or give them advice on behaviour.

LOOKING BACK

Pronunciation

1 Listen and underline the words that have the consonant cluster sounds /tr/, /br/, and /kr/. Write /tr/, /br/ or /kr/ above the word that has the corresponding consonant cluster sound. Then practise reading the sentences.

- After having the ice cream, she brushed her teeth.
- The car crashed into a tree near the traffic lights.
- Try this new dish created by your brother.
- They often have brown bread for breakfast.
- That brave young man likes travelling by train.
- Is it true that the crime rate is increasing?

Vocabulary

1 What chores are the people doing? Write the name of the chore under each picture.



1



2



3



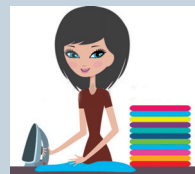
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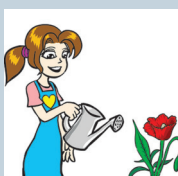
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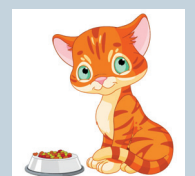
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8



9



10

2 Use the words / phrases in the box in their correct form to complete the text.

do the washing-up
do the heavy lifting
laundry
do the cooking
sweep the house

take out the rubbish
iron
shop for groceries
lay the table

Household chores are divided equally among the members of Thanh's family. His mother (1) _____. Thanh's father and sister enjoy the food she cooks very much. Besides, she often (2) _____ because she wants to choose the freshest and healthiest ingredients for the meals. Thanh's father is a strong man but he doesn't have much time for housework. So he only (3) _____ that requires physical strength. Thanh helps with (4) _____ and (5) _____. He feels happy to see his parents wearing clean and neat clothes to work. Although he doesn't really like it because he thinks it's dirty, he (6) _____ every day. Thanh's sister contributes by (7) _____. She does it very carefully so the house is always very clean. Before each meal, she (8) _____, and after the meal, Thanh (9) _____. Sometimes, he breaks a bowl or a plate. Everybody in the family shares housework so that all can have some time for rest and recreation.

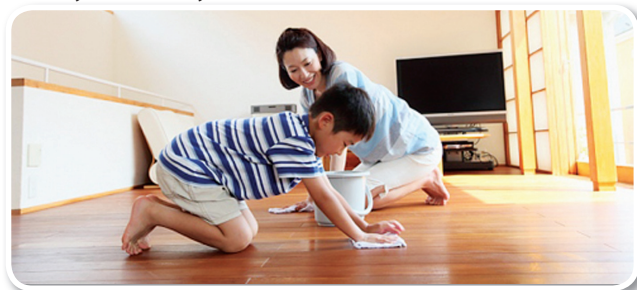
Grammar

1 Finish the sentences with either the present simple or the present continuous.

- I (write) to you to tell you how much I (miss) you.
- Jack is away on business, so I (look after) his dog.
- Nam always (look) untidy. He (wear) dirty jeans now.
- I can't answer the phone now. I (cook) the dinner.
- Excuse me, you (read) your newspaper? Could I borrow it?
- What do people in your family (do) in the evening?

2 Work in groups. Discuss the following questions. Then report the results to the class.

- Should young people like you share the housework? Why? Why not?
- What household chores are suitable for young people like you?
- What do you actually do to help with housework in your family?



LOOKING BACK

Pronunciation

1 Play the recording and have Ss listen and write /tr/, /br/, or /kr/ above the word that has the corresponding consonant cluster sound. Then put Ss in pairs to practise reading the sentences.

- Invite some Ss to read the sentences in front of the class. Correct Ss' mistakes if there are any, focusing just on the three consonant clusters.

/kr/ /br/

1. After having the ice cream, she brushed her teeth.

/kr/ /tr/ /tr/

2. The car crashed into a tree near the traffic lights.

/tr/ /kr/ /br/

3. Try this new dish created by your brother.

/br/ /br/ /br/

4. They often have brown bread at breakfast.

/br/ /tr/ /tr/

5. That brave young man likes travelling by train.

/tr/ /kr/ /kr/

6. Is it true that the crime rate is increasing?

Vocabulary

- 1 Have Ss work in pairs to write the name of the chore under each picture.
- Check Ss' answers by asking them to write the names of chores on the board next to the number of the picture or call out the word / phrase when T says the number of the picture.

Key

1. cooking
2. shopping for groceries
3. doing the laundry / washing clothes
4. taking out the rubbish
5. cleaning the toilet
6. washing up / washing the dishes / doing the washing-up
7. ironing
8. sweeping (the house)
9. watering houseplants / flowers
10. feeding the cat / pets

- 2 Ask Ss to read the text carefully, using the context clues to decide which word / phrase can be used to complete each gap in the text. Remind Ss that they may have to change the form of the verbs before putting them in the gaps.

- Check Ss' answers and provide correction if necessary.

Key

1. does the cooking
2. shops for groceries
3. does the heavy lifting
4. laundry
5. ironing
6. takes out the rubbish
7. sweeping the house
8. lays the table
9. does the washing-up

Grammar

- 1 Ask Ss to work in pairs to finish the sentences with either the present simple or the present continuous.

Key

1. am writing, miss
2. am looking after
3. looks, is wearing
4. am cooking
5. are you reading
6. do

- 2 Put Ss in groups to discuss the questions. Tell them that they can use the ideas and language they have learnt in the lesson for their answers. Assign a leader for each group whose task is to note down the group's ideas and then report the results to the class. To avoid one student dominating in the group work, let Ss take turns being the group leader.

PROJECT



1 Do a survey. Find out ...

- how many classmates live in a nuclear family and how many live in an extended family;
- how many classmates have both parents working;
- how many classmates spend at least one hour a day doing housework;
- how many classmates have parents who spend at least one hour a day helping them with their homework;
- what your classmates think the ideal family is like.

2 Work in groups. Compare your findings and get ready to report to the class.

NOW YOU CAN

- ▶ Use words / phrases about household chores
- ▶ Use the present simple and the present continuous
- ▶ Exchange opinions about household chores
- ▶ Write about doing household chores in your family

PROJECT

- 1** The survey can be done in class time or during the break. Have Ss go round and ask their classmates questions to get information for their project. Have Ss do this in groups so that each student in the group only has to interview a few Ss in the class. Encourage Ss to do the survey in another class to make the activity more interesting.
- 2** Let the groups have some time together to assemble the results of their survey and then prepare a report to present to the class. The report can be in spoken or written form. Choose some Ss to work with T as a panel to give comments and marks for the reports.

Unit 2 YOUR BODY AND YOU

GETTING STARTED

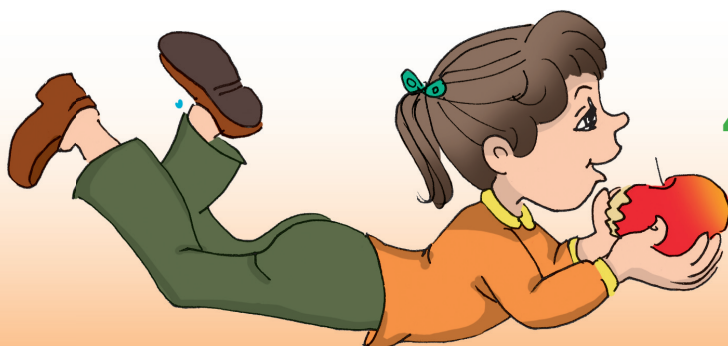
An apple a day

1 Listen and read.

- Nam:** Hey Scott, have you ever heard the saying, 'An apple a day keeps the doctor away'?
- Scott:** Of course, why?
- Nam:** Did you know that it's really true?
- Scott:** What do you mean? If I eat one apple a day I will never get sick?
- Nam:** Not exactly, but it can help you lose weight, build healthy bones, and also prevent diseases like cancer.
- Scott:** Wow! That's incredible. I drink apple juice every day.
- Nam:** That's good, it will help keep you from getting Alzheimer's disease when you get old.
- Scott:** Is that the disease that affects your memory?
- Nam:** Yes. Since drinking apple juice helps boost your brain's memory function, it helps you remember things for a long, long time.
- Scott:** But Nam!
- Nam:** Yeah?
- Scott:** There are a few things I really want to forget.
- Nam:** Like losing the football match yesterday?
- Scott:** Exactly!

2 Work in pairs. Read the conversation again and answer the following questions.

1. What does 'An apple a day keeps the doctor away' mean?
2. Name three health benefits of eating apples or drinking apple juice.
3. Which part of the body does Alzheimer's disease affect?
4. How does Scott feel about drinking apple juice?



This unit includes:

LANGUAGE

Vocabulary

Words and phrases related to

- Illnesses and health
- Systems of the body

Pronunciation

/pr/, /pl/, /gl/, /gr/

Grammar

- The future simple with *will* vs. *be going to*
- The passive

SKILLS

- Reading for main ideas and specific information about acupuncture
- Talking about ways to get rid of bad habits
- Listening to a talk about how to choose a healthy diet for specific information
- Writing about what to eat and not to eat

COMMUNICATION AND CULTURE

Health beliefs and practices in Indonesia and in Viet Nam

3 Listen and repeat the words. Then answer the questions below.

- a. Which words did you hear in the conversation? Circle them.

prevent	nervous	disease	bones
balance	weight	skeleton	brain
boost	system	lungs	healthy

- b. Put the words into categories as in the table.

Noun	Adjective	Verb

4 WISE WORDS:

'Laughter is the best medicine.'

Read the common saying above. Do you agree? Can you think of a time when laughter was the best medicine for you?

OBJECTIVES

By the end of this unit, Ss can

- use words and phrases to talk about the human body, lifestyles and healthcare
- pronounce the consonant clusters of /pr/; /pl/; /gl/; /gr/ properly
- use *will* and *be going to* to talk about intentions, plans, predictions and willingness
- use the passive voice for description and report
- read about an alternative treatment in medical care for main idea and specific information
- talk about how to get rid of bad habits
- listen for specific information on how to choose a healthy diet
- write to ask for and to provide advice on what to eat for special events

GETTING STARTED

An apple a day

Lead-in: Inform the class of the lesson objectives: getting to know the topic, vocabulary about how eating can affect one's health, and the use of *will*.

- 1** This activity aims to arouse Ss' interest in the topic of the unit. Tell Ss not to worry about new words or grammar points. The new items will be dealt with later on.
 - Play the recording. Ask Ss to listen and read the conversation at the same time.
- 2** This activity focuses on comprehension. Ss work in pairs to practise asking and answering the questions. Ask Ss to report their answers and check if they have any difficulty in understanding the conversation. Answers may vary. Correct only answers going too far off the point.

Key

1. Answers may vary, but typically some are: Better health; good body condition; stronger resistance to illnesses, etc.
2. Lose weight, build healthy bones, and prevent diseases like cancer.
3. Memory or (the) brain.
4. (Answers may vary.) He feels uncertain about the benefits of apple juice.

- 3** This activity familiarises Ss with the vocabulary related to the topic of the unit. Tell Ss to listen and repeat the words.

- a. Have Ss listen and circle the words they hear.

Audio script and Key

prevent	disease	bones	weight
brain	boost	healthy	

- b. Have Ss classify the words into the corresponding categories.

Key

Noun		Adjective	Verb
disease	bones	nervous	prevent
balance	weight	healthy	balance
skeleton	brain		boost
system	lungs		

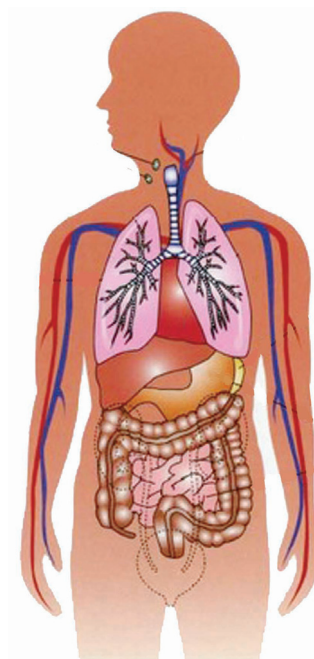
- 4** Ask Ss to work individually, in pairs or in groups to report a time when laughter was the best medicine for them. Assist by giving a list of prompts including occasions like feeling stressful, tired, sick or embarrassed, etc.

Vocabulary

1 Your body

a. Look at the phrases below and match each with its definition.

Circulatory System	a. This system is the controller of the body. Led by the brain and nerves, it allows us to move, talk and feel emotions.
Digestive System	b. This system of the body lets us breathe in oxygen with our lungs and breathe out carbon dioxide.
Respiratory System	c. This system of the body is made up of the heart and blood vessels. The heart pumps blood through the blood vessels to bring oxygen to all parts of the body.
Skeletal System	d. This system of the body lets us break down the food we eat and turn it into energy.
Nervous System	e. This system of the body is made up of our bones. It supports our body and protects our organs.



b. With a partner, practise saying the names of the systems.

2 Which system do the followings belong to? Use a dictionary to look up any words you don't know.

blood heart breath brain skull lung bone
stomach intestine spine air nerves thinking pump

Pronunciation



1 Listen and repeat.

1. presentation, print, press, proud, preview
2. play, please, place, plum, plough
3. group, gradual, ground, grey, grand
4. glad, glance, glue, glow, glass

2 Read these sentences aloud.

1. The press came to the presentation with a view to collecting information.
2. The play normally takes place in the school playground.
3. The group gradually increased as more people joined in.
4. I am glad that you have glanced through the glass to see the glow.

Grammar

Will and be going to

1 Read the following about *will* and *be going to*.

'will' can be used to express

1. promises
2. offers and requests for help
3. refusal of things
4. and predictions about the future

'be going to' is used for

5. plans, intentions
6. and making some predictions

Note:

Sometimes *will* and *be going to* are interchangeable when expressing predictions.

LANGUAGE

Vocabulary

1 Pre-teach some of the words using the *Glossary*. Prepare some pictures of the body systems or organs for illustration if possible.

a. Ask Ss to work to match the items in the left column with the ones in the right column.

Key

Circulatory System - **c**

Digestive System - **d**

Respiratory System - **b**

Skeletal System - **e**

Nervous System - **a**

b. Have Ss work in pairs to practise saying the names of the systems. Remind Ss to pay attention to the stressed syllable(s) in each word.

2 Tell Ss to work on classifying the words into the corresponding systems. Assist Ss to use a dictionary to find the right meanings.

Key

Circulatory System: heart; blood; pump

Digestive System: stomach; intestine

Respiratory System: breath; air; lung

Skeletal System: spine; bone; skull

Nervous System: brain; nerves; thinking

Pronunciation

1 Have Ss listen and repeat the words. Help Ss make a clear distinction of the clusters in the pair /pr/ and /gl/ and the pair /gr/ and /gl/. Allow Ss to repeat a few times, if necessary.

2 Ask Ss to read the sentences aloud. Model first if necessary then draw Ss' attention to the consonant clusters in focus. Ask Ss to practise the sentences a few times.

Grammar

Will and be going to

1 Ask Ss to read about the usage of *will* and *be going to* and if possible, make some examples of their own. Give explanations and provide help, if necessary.

2 Identify the use of 'will' and 'be going to' in the sentences below. Write the type of use presented in 1 (1-6) next to each sentence.

1. She will give me a book when I finish cleaning the floor.
2. The screw is stuck. It won't loosen.
3. I am going to travel around the world.
4. Viet Nam is going to become a new industrialised country in the 21st century.
5. *Nam (seeing an elderly lady with heavy bags):* Don't worry, I will carry it for you.

3 Read the following sentences. Put a tick (✓) if it is appropriate, put a cross (x) if it isn't. Give explanations for your choice.

1. I need to fix the broken window. Are you going to help me?
2. The forecast says it will be raining tomorrow.
3. Can you hear that noise? Someone is going to enter the room.
4. It's been decided that we're going to the seaside tomorrow.
5. We've booked the tickets so we will fly to Bangkok next month.
6. I think men will live on the moon some time in the near future.
7. I am going to translate the email, so my boss can read it.
8. Don't worry, I'll be careful.

4 Complete the following sentences with the right form of 'will' or 'be going to'. Sometimes both are correct.

1. Look at the clouds. I think it _____ rain.
2. I cannot open this bottle. The cap _____ move.
3. What _____ the weather _____ be like in the next century?
4. As planned, we _____ drive from our city to the sea.
5. It's not easy to say what the objectives _____ become next year.
6. _____ you _____ travel anywhere this Tet holiday?
7. Despite the heat, we _____ reach our destination in time.
8. I _____ hang out with you as I've decided to stay in and study for the test next week.

Watch out!

The passive

- We use the passive when we do not know who does the action(s).
- We use the passive when the focus is on the action, not the doer(s).



5 Read the surprising facts about your body and complete the following sentences using the passive.

SURPRISING FACTS ABOUT YOUR BODY

Nerve signals to and from the brain can travel as fast as 170 miles or 273 kilometres per hour.	A heart pumps about 2,000 gallons, or 7570 litres, of blood through our bodies every day.
The brain consumes the same amount of power as a 10-watt light bulb.	We use 17 muscles to smile and 43 to frown.
A simple, moderately severe sunburn damages the blood vessels extensively.	Scientists estimate about 32 million bacteria live on one square inch (2,5cm ²) of our skin.
About 7,000,000,000,000,000,000,000 (7 octillion) atoms make up your body.	Only humans produce emotional tears.

0. Example: Nerve signals are _____.

Nerve signals are sent to and from the brain as fast as 170 miles or 273 kilometres per hour.

1. The same amount of power as a 10-watt light bulb _____.
2. The blood vessels _____.
3. Your body _____.
4. 2,000 gallons (around 7570 litres) of blood _____.
5. 17 muscles _____ and 43 _____.
6. 32 million bacteria _____.
7. Emotional tears _____.

- 2 Have Ss identify the use of *will* and *be going to* in the sentences and write from 1 to 6 next to each one. Help Ss, if necessary.

Key

1. 1 2. 3 3. 5 4. 6 5. 2

- 3 Tell Ss to further apply their newly acquired knowledge of *will* and *be going to* in context.
- Ask Ss to read the sentences. Have Ss put a tick (✓) if it is appropriate, put a cross (×) if it isn't.
 - Ask Ss to give some explanations for their choice.

Key

1. × 2. ✓ 3. ✓ 4. ✓ 5. ✓ 6. ✓ 7. ✓ 8. ✓

- 4 This activity encourages Ss to use the newly learnt items. Have Ss complete the sentences with the right form of *will* and *be going to*. Remind Ss that sometimes both can be used.

Key

1. will / is going to	2. won't	3. will / is ... going to	4. are going to
5. will	6. Are ... going to	7. will	8. am not going to

- 5 Ask Ss to read about the usage of the passive voice. Provide some explanations if necessary to help Ss understand the rules.
- Have Ss read the surprising facts about human body first, then practise using the passive voice.

Key

1. is consumed by the brain
2. are damaged (extensively)
3. is made up of around 7,000,000,000,000,000,000,000,000 (7 octillion) atoms
4. is pumped through our body every day (by the heart)
5. are used to smile, (are used/used) to frown
6. are estimated to live on one square inch of our skin
7. are produced by humans only

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can pronounce some consonant clusters. I can use **will** and **be going to** to talk about intentions, plans, and predictions, etc.*

SKILLS

Reading

Acupuncture

- 1 Look at the picture, do you know anything about acupuncture?
- 2 Read the passage below. In pairs, or groups, choose the three most interesting things you learnt about acupuncture from the passage and report to the class.



Acupuncture is one of the oldest medical treatments in the world. It originated in China more than 2,500 years ago. The practice of acupuncture is rooted in the idea of promoting harmony between humans and the world around them and a balance between yin and yang. Although there are unanswered questions, acupuncture appears to work. Scientific studies offer evidence that it can ease pain and treat from simple to complicated ailments.

The technique of acupuncture involves placing hair-thin needles in various pressure points (called acupoints) throughout the body. Stimulating these points is believed to promote the body's natural healing capabilities and enhance its functions. Originally, there were 365 acupoints, but this has increased to more than 2000 nowadays.

Acupuncture is considered to be very safe when enough precautions are taken. The most common side effects with acupuncture are soreness, slight bleeding, or discomfort. Some people may feel tired after a session. Care is also needed so that inner body parts are not touched by the needles.

Despite its general safety, acupuncture isn't for everyone. People who have bleeding problems or are taking blood related medicine should not have the treatment. It's also not recommended for people who have electronic medical devices inside their bodies.

Today, a lot of people use acupuncture as a reliable alternative to modern medicine. According to a U.S. 2002 survey (the most reliable survey to date), an estimated 8.2 million American adults had tried acupuncture. This number has been reported to be increasing steadily.

- 3 Read the text quickly and find words which are closest in meaning to the following.

1. diseases (n)	
2. stop (v)	
3. pressure points (n)	
4. care (n)	
5. choice (n)	
6. cure (n)	
7. proof (n)	
8. enhance (v)	

- 4 Read the text again and answer the following questions.

1. What is the basic idea of acupuncture?

2. Why is acupuncture believed to be effective?

3. How many acupoints are there nowadays?

4. What are the most common side effects with acupuncture?

5. Who should not take acupuncture?

6. Why do more and more people turn to acupuncture?

- 5 Do you know any other alternative therapies like yoga, acupressure, head massage or aromatherapy? Work in pairs or groups to share information and then report to the class.

SKILLS

Reading

Acupuncture

Lead-in : Inform the class of the lesson objectives: skimming for an overview and scanning for specific information.

- 1** Ask Ss to look at the picture and read the title of the text - *Acupuncture* - and talk about what they already know about acupuncture.
 - Select some Ss who know about the practice to tell the class some facts and beliefs.
 - If no Ss know about the practice, give a brief description. Don't go too much into details as this may spoil Ss' interest in the topic.
- 2** The purpose of this activity is to further involve Ss in the topic of the reading.
 - Have Ss work in pairs or groups to discuss what they want to know more about acupuncture then decide on at least three things they want to have more information about.
 - Ask Ss to report their lists and compare theirs with others'.
- 3** The purpose of this activity is to give Ss an overview of the reading and provide them with key vocabulary.
 - Ask Ss to read the text quickly and pick out words or phrases that are new to them (e.g. *originating, evidence, enhance, alternative, etc*). Help Ss to look for the meanings of these words in the dictionary.

Key

- | | |
|----------------|---------------|
| 1. ailments | 2. ease |
| 3. acupoints | 4. precaution |
| 5. alternative | 6. treatment |
| 7. evidence | 8. promote |

- 4** The purpose of this activity is the Ss' thorough comprehension of the reading text.
 - Allow Ss to read the text again in depth to find necessary information to give answers to the questions.

Suggested answers

1. (It's) promoting harmony between humans and the world around them and a balance between yin and yang.
2. It is believed to promote the body's natural healing capabilities and enhance its functions.
3. There are more than 2000 nowadays.
4. They are soreness, slight bleeding, or discomfort.
5. Those who have electrical or electronic medical devices inside them.
6. Acupuncture is considered as a reliable alternative to modern medicine.

- 5** The purpose of this activity is to allow Ss to dig deeper into their background knowledge using the reading as a model and a source of information and then develop writing or speaking as post-reading activities.
 - Elicit Ss' knowledge in the field of non-medical treatments. These can be traditional or modern.
 - Ss work in pairs or groups to exchange information. After sharing information, choose Ss at random to present the report.
 - Ask Ss to write a short text using the information they collect from their discussion and information exchange if time allows.
 - Ask Ss to do homework on other therapies they may find interesting and use their findings for the **CULTURE** section later on.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I have learnt about a practice in medicine / an alternative to modern medicine. I can talk about some non-medical treatments and their impact on humans.*

Speaking

1 Which of the following habits are good and which are bad for you?

- staying up late
- leaving things until the last minute
- being thankful
- keeping a routine
- watching TV all day
- doing regular exercise
- never giving up
- saving money
- littering
- reading regularly
- arriving just in time
- eating what you like



2 Work in pairs or groups and discuss why some of the habits above are good for you and why some are bad for you.

Use the followings as model:

‘I think staying up late is not good since it makes me feel tired the next morning.’

‘I think never giving up is good because it gives you determination and courage.’

3 Look at the following text and read the advice. Do you think you could follow it? Why or why not?

The good thing about bad habits is you can kick them!

Here are five tricks to get rid of bad habits and replace them with healthy ones.

1. Make a list.
Write down all your bad habits. Next, write another list of good habits that you could swap for those naughty habits.
2. Shake up your routine.
Habits are often routine-based, so changing your daily routine slightly can sometimes be enough to rid yourself of bad habits.
3. Pretend the habit belongs to someone else!
We’re great at giving advice but not so at taking it.
4. Surround yourself with people who’ve kicked similar habits.
Hang out with people who have already given up their bad habits. They will inspire good habits in you.
5. Think about how you’ll feel when you kick the habits.
Imagine the benefits you will have when you get rid of the habits.
Good luck!

Watch out!

‘To kick a habit’ is an idiom.
Do you know what it means?

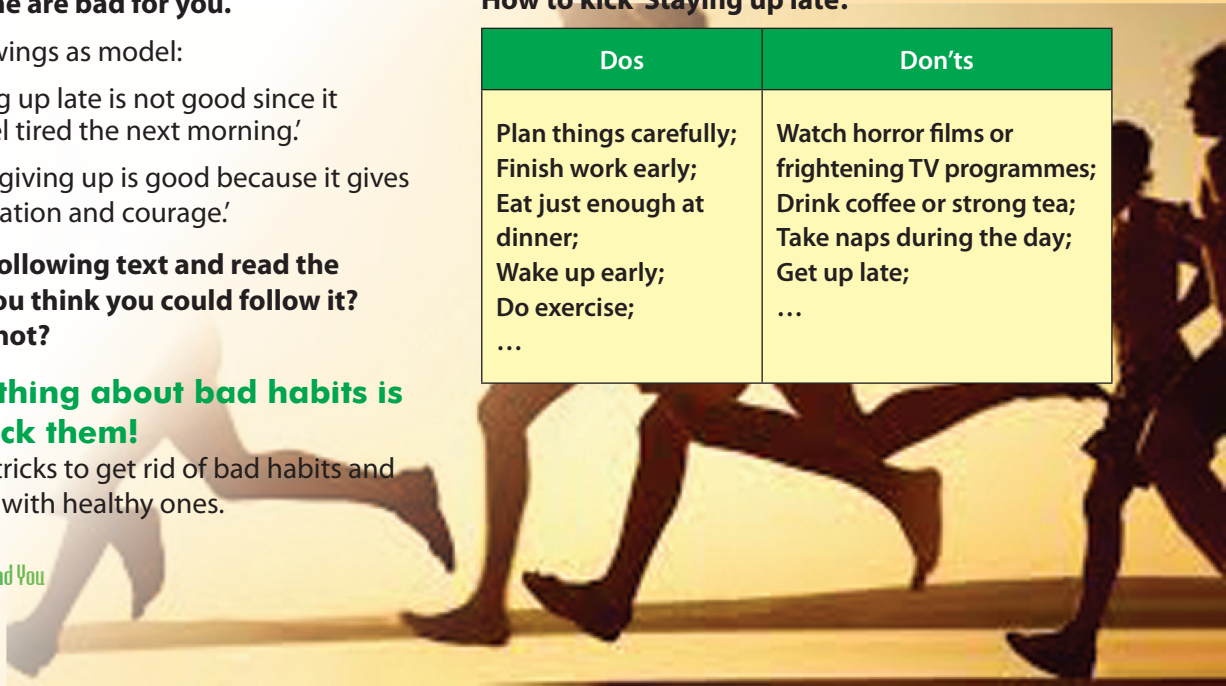


4 Work in pairs or groups to choose one bad habit. Make a list of Dos and Don’ts in order to kick that habit. Share the list with others and report to the class.

Example:

How to kick ‘Staying up late’

Dos	Don’ts
Plan things carefully; Finish work early; Eat just enough at dinner; Wake up early; Do exercise; ...	Watch horror films or frightening TV programmes; Drink coffee or strong tea; Take naps during the day; Get up late; ...



Speaking

Lead-in: Inform the class of the lesson objectives: talking about how to get rid of bad habits.

1 The purpose of this activity is for Ss to identify good habits and bad habits from some given ones.

- Ask Ss what they think of their habits. Have Ss name the habits they think they have.
- Have Ss look at the list of habits and decide which ones are good and which ones are bad.
- Have Ss explain their choice and give rectification, if needed.

Suggested answers

Good habits:

being thankful

keeping a routine

doing regular exercise

never giving up

saving money

reading regularly

Bad habits:

leaving things until the last minute

watching TV all day

littering

2 The purpose of this activity is to allow Ss to have more insight into habits and how to kick a bad one. Help Ss develop their confidence in speaking by giving personal opinions on relevant topics.

- Have Ss work in pairs or groups and discuss why some of the habits are good and why some are bad by giving evidence and proof to support their ideas.
- Have Ss suggest ways to stop the bad habits from their own experience.

Examples: *to stop littering*

Observe rules and regulations

Refrain from throwing rubbish where you like

Look for a waste bin when you want to throw away something, etc.

3 The purpose of this activity is to assist Ss' speaking by using relevant information.

- Have Ss read the text quickly and choose the things they think they can or can't follow. Then, encourage Ss to explain their decision to the class.
- Have Ss read the phrase in the *Watch out!* box and try to find out the meaning of the idiom.

4 The purpose of this activity is for Ss to develop their ability in free speaking by applying advice to kicking a bad habit.

- Have Ss work in pairs or groups to choose one bad habit. Then, Ss make a list of Dos and Don'ts in order to kick that habit.
- Have Ss share their lists with each other and report to the class.

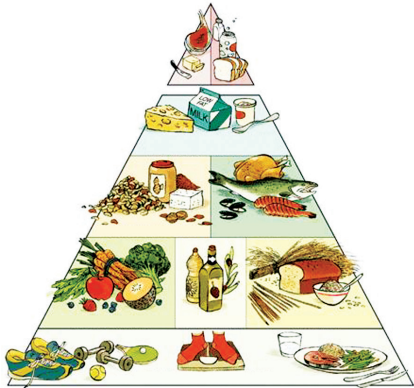
LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I have learnt about habits, good and bad. I can talk about some ways to kick a bad habit.*

Listening

The food pyramid

- 1 What do you usually have for lunch or dinner? Do you care about the nutritional value of the things you eat?
- 2 Look at the picture below. What do you think the listening is about?



- 3 Listen to the recording and decide if the following statements are true (T) or false (F).

	T	F
1. The Healthy Eating Pyramid is a complex guide to choosing your diet.		
2. Daily exercise and weight control are key to staying healthy according to the Pyramid.		
3. You are advised to eat more things on the top of the Pyramid.		
4. It's suggested that half of your plate consists of vegetables and fruit.		
5. Fish, poultry, beans, or nuts make up the other half of the dinner plate.		



- 4 Listen again, divide the plate into sections and label which food should be in each section.
- 5 Write some sentences to describe the plate you have just made in 4.

Writing

'The Food Column' is a consultation section in the local newspaper in which people write in to ask for advice on what to eat and what not to eat.

- 1 Build a list of foods from your own experience that may give you
- allergies
 - bad breath
 - stress
 - sleeplessness
 - sleepiness
- then share and compare your list with your friends'.
- 2 Now, read the facts below. Do you have some of these foods on your list? Which ones?

Allergies

The foods most commonly causing allergies are milk, wheat, eggs, soya, fish, peanuts, shellfish (including mussels, crab and shrimp).

Bad Breath

The foods which may spoil your breath for days after a meal are onion, garlic, cabbage, curry, alcohol.

Stress

Foods and drinks which strongly stimulate the body can cause stress. These foods are coffee, tea, cola, chocolate, alcohol, refined sugar, white flour, salt, and processed foods such as junk foods and fast foods.

Sleeplessness

There are foods that can help you fall asleep or keep you awake. Foods that stop your sleep are: caffeine containing drinks, alcohol, sugar, fatty or spicy food, food additives (seasonings, artificial colours, flavourings).

Listening

The food pyramid

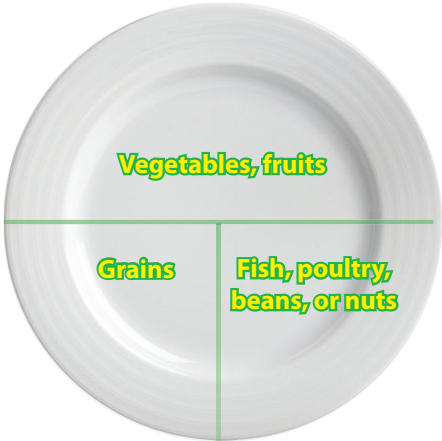
Lead-in: Inform the class of the lesson objectives: listening for information on how to choose a healthy diet.

- 1 The purpose of the activity is to engage Ss in the lesson by eliciting their personal eating habits.
- Have Ss talk about how much they care about the nutritional value of the things they eat.
- 2 The purpose of the activity is to give Ss a closer look into what they are going to listen to.
- Ask some Ss to talk about what they think the listening may be about.
- Have Ss respond briefly to give their opinions on the listening they are going to do.
- Have Ss listen to the recording to see if what they hear matches what they expected.
- Allow Ss to listen one more time if necessary to build up Ss' confidence in their listening capability.
- 3 The purpose of the activity is to check Ss' comprehension.
- Have Ss listen to the recording once or twice before answering the questions.
- Call on Ss to check their answers.

Key				
1. F	2. T	3. F	4. T	5. F

- 4 The purpose of the activity is to develop Ss' skill in listening for specific information.
- Have Ss listen again and divide the plate into sections with the right labels of the foods they hear.
- Check if Ss' responses are correct.

Key



- 5 The purpose of the activity is to wrap up the listening lesson with an expansion to writing using the knowledge and information Ss have just learnt.
- Ask Ss to write sentences to describe the plate they have just drawn in 4.

Audio script

The Healthy Eating Pyramid is a simple, reliable guide to choosing a healthy diet. Its foundation is daily exercise and weight control, since these two related elements strongly influence your chances of staying healthy. The Healthy Eating Pyramid builds from there, showing that you should eat more foods from the bottom part of the pyramid (vegetables, whole grains) and fewer from the top (red meat, refined grains, potatoes, sugary drinks, and salt).

When it's dining time, fill half your plate with vegetables, the more varied the better, and fruits. Save a quarter of your plate for whole grains. Fish, poultry, beans, or nuts, can make up the rest. Healthy oils like olive and canola are advised in cooking, on salad, and at the table. Complete your meal with a cup of water, or if you like, tea or coffee with little or no sugar. Staying active is half of the secret to weight control, the other half is a healthy diet that meets your calorie needs – so be sure you choose a plate that is not too large.

LESSON OUTCOME

- Ask Ss: *What have you learnt today?*
- Elicit answers: *I have learnt about how to eat/dine in a way that is good for health, etc. I have practised listening for gist and for details and using the information to make a healthy plate.*

Sleepiness

To feel sleepy, eat high-carbohydrate, low protein foods, such as cheese, milk, soya milk, tofu, nuts, honey, almonds, bananas, whole grains, beans, rice, avocados, sesame seeds, sunflower seeds, or papayas.

- 3** Some people have written in for advice on their diets as they are going to do important things. Work in pairs or groups and write at least one similar inquiry.

Dear Expert,
I am sitting an important exam next week and I don't know what to eat and what not to eat in order to feel at my best during the test. I would be very grateful if you all could give me some advice on this. Many thanks.

Scott

Dear Expert,
I have a job interview in the next few days and I have been quite conscious of my breath. Could you give me some ideas about what to eat and what to avoid eating?
Thank you.

Anna

Dear Expert,
I just met this pretty girl and I like her very much. I have invited her out for dinner and I do not know what to avoid ordering for such an occasion. I would be thankful if you could give me some insight.

Mike

Dear Expert,
I have had trouble with my sleep for the past few months. I have also heard that what I eat may have some effect on my body. I was wondering if you could advise me what to eat and not to eat in order to improve my situation.

Jane

- 4** You are the food specialist and you are working on the newsletter's next edition. Read the reply to Scott's enquiry. Then write your own by responding to one of the other texts from **3** or from your friends!

Dear Scott,

Taking an important exam is like running a marathon so it is advisable to take good care of things you eat.

On the day before the exam, have high-carbonate foods like pasta as the slow breaking down of the carbonates will provide necessary energy for the next day's event.

Eat a breakfast of mainly proteins (beef, eggs, poultry...) on the day of the exam as the proteins are another quick source of energy.

Drink a lot of water and fruit juice. Avoid caffeine drinks as they may help you feel good at first but there is a side effect that leaves you feel tired and stressful later, dangerously while you are still taking the exam.

Hope you will do your best.

Regards,

Writing

Lead-in: Inform the class of the lesson objectives: writing a short letter, with details or examples as supporting ideas, to give advice on what to eat before important occasions.

- 1** The purpose of the activity is to have Ss brainstorm and produce a list of the foods that may give them: *allergies, bad breath, stress, sleeplessness, sleepiness.*
 - Ask Ss to work individually to build a list as instructed.
 - Ask Ss to share and compare their list with others'.
 - Check if there are similarities and differences, then ask Ss to explain the most prominent similarities and differences.
- 2** The purpose of the activity is to provide Ss with input for their practice and production later on.
 - Give brief explanations or provide meanings of the difficult words to help Ss when necessary to save time for other activities.
 - Ask Ss to quickly read the facts about the foods provided. Allow Ss to use a dictionary or ask T for help, if necessary.
- 3** The purpose of the activity is to build Ss' ability in writing a request letter following the given model.
 - Ask Ss to read the letters from readers and analyse the problems and the writing styles.
 - Ask Ss to work in pairs or groups to select a problem and write a similar request-for-help letter.
 - Ask Ss to show the letters they have just written to the class and ask for comments from the class.
 - Provide support and comments when necessary and decide if Ss have met the objective of the activity. Select one or two of the best writings to show to the class.
- 4** The purpose of the activity is to build up Ss' ability in free letter writing by replying to 'request-for-help' letters.
 - Ask Ss to study the reply to Scott's letter. Help Ss if necessary to facilitate their acquisition in terms of writing styles, structures, language, and tactics.
 - Ask Ss to choose one request from those provided or from those they produced in the previous activity to write a reply using the model.
 - Provide help and support, if necessary.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I have learnt how to write to ask for advice about proper dining / eating. I can write to give advice on things to eat for special occasions.*

COMMUNICATION/AND CULTURE

Communication

Discussion

- 1 Look at the pictures.
Which parts / systems of the body does each activity possibly benefit?



- 2 In pairs or groups, discuss the activities in the pictures and say why they are healthy.
- 3 Work in pairs or groups, choose a system of the body and make a list of all the possible activities that are good for it.

COMMUNICATION AND CULTURE

Lead-in: Inform the class of the lesson objectives: further skill development.

Communication

- 1** Ss have more chances to practise speaking. Explain to Ss that they need to look at the pictures and link them with the previous parts of the unit. To give Ss more freedom, allow them to choose other pictures of the same theme not provided in the section to exploit other speaking possibilities.
 - Ask Ss to talk about how the activity(ies) benefit(s) the parts / systems of the body.
- 2** The purpose of the activity is to build Ss' speaking ability by using group discussion.
 - In pairs or groups, have Ss discuss the activities in **1** and say why they are healthy.
 - If possible, allow the whole class to participate in a debate-like discussion.
- 3** The purpose of the activity is to further develop Ss' speaking or writing ability.
 - Ask Ss to work in pairs or groups, to choose a system of the body and make a list of all the activities that are good for it.
 - Ask Ss to report to the class giving reasons for their choices. Then ask Ss to write a short text describing their choices.

Culture

1 Read about some traditional health beliefs and practices in Viet Nam and Indonesia.

VIET NAM	INDONESIA
<ul style="list-style-type: none"> • Ailments are caused by an imbalance of yin and yang • Herbal medicines and indigenous folk practices used to treat the sick • Goals to restore the yin / yang balance • Previously thought ineffective but recent evidence shows positive health outcomes 	<ul style="list-style-type: none"> • Illnesses are caused either naturally or personally • Traditional treatments, herbs and therapies used to treat the sick • Goals to restore normal, proper and comfortable condition • Efficient, safe, cost-effective, affordable and accessible, especially for the poor

2 With a partner, discuss the similarities and differences in health beliefs and practices between the two countries.

3 Do you know any traditional therapy (treatment without medicine)? If yes, please share the basic idea of that therapy.



LOOKING BACK

Pronunciation



1 Listen and repeat the following sentences.

1. The prince plays a prime role in producing the special food.
2. Alice glances through the window and prays for magic.
3. The Grimm brothers' fairy tales have their grounding in the fairy world.
4. The growth of the grass in the ground is carefully monitored.

3. Food is broken down and converted into energy in the _____ system.
4. The bones in the _____ system help support our body and protect the organs.
5. The system that takes in oxygen and releases carbon dioxide is called _____.
6. The place that food is first stored in the body is the _____.
7. The system which works as the control panel of the body is the _____ system.

Vocabulary

Complete the following sentences with a word or phrase about the body.

1. The part that leads the controlling of the body is the _____.
2. Blood is pumped through the _____ to bring oxygen to all parts of the body.



Culture

- 1** The purpose of the activity is to provide some information about how traditional healthcare practices (and beliefs) vary in different countries.
 - Ask Ss to read about health practices and beliefs in the two countries and note the similarities and differences.
 - Give explanations, if necessary.
- 2** The purpose is to develop Ss' speaking by comparing facts from **1**.
 - Ask Ss to work with a partner to discuss the similarities and differences in traditional health beliefs and practices in the two countries.
 - Support Ss by providing structures or vocabulary, when needed.
- 3** The purpose is to allow Ss to further develop their speaking ability.
 - Ask Ss to use the information from their reading homework for this activity.
 - Ask Ss to talk about their chosen traditional therapy. Details may include what the underlying idea / belief is, how the practice is performed, what the benefits are, who it is suitable for, etc.

LOOKING BACK

Pronunciation

- 1** Have Ss listen and repeat the sentences to consolidate their recognition and production of the learnt consonant clusters.

Audio script

1. The prince plays a prime role in producing the special food.
2. Alice glances through the window and prays for magic.
3. The Grimm brothers' fairy tales have their grounding in the fairy world.
4. The growth of the grass in the ground is carefully monitored.

Vocabulary

Have Ss complete the sentences using words they learnt previously in the unit.

Key

- | | | | |
|-------------|-------------------------|--------------|------------|
| 1. brain | 2. lung / heart | 3. digestive | |
| 4. skeletal | 5. respiratory (system) | 6. stomach | 7. nervous |

Grammar

Underline the word in italics that best completes the sentence.

1. I *will become* / *am going to become* an engineer one day if I can.
2. Foods *are broken down and converted* / *break and convert* into energy in the digestive system.
3. Jane *is going* / *will go* to the dentist's tomorrow as planned.
4. The acupoints *are stimulated* / *stimulate* to enhance the healing capability of the body itself.
5. Besides acupuncture, acupressure *is used* / *uses* to help treat ailments without any medicine.
6. Although I have taken some aspirin, the headache *doesn't go* / *won't go* away.
7. All the body organs *are supported by* / *support* the bones in the skeletal system.
8. Look at the dark clouds. I'm sure it *will rain* / *is going to rain* soon.

PROJECT

- 1 Your doctor would like some information about your usual food habits to help plan the best possible health care for you and your friends. Conduct the survey, using the questions below and compile the findings into a report.**

1. Who shops for food at your home? _____
2. Who prepares your meals? _____
3. What do you drink during the day? _____
4. What kind of meat do you usually eat? ____ steaks, ____ pork, ____ beef, ____ chicken, ____ fish, ____ others, please specify: _____
5. Do you have a lot of vegetables with your meals? ____ Yes ____ No
6. Do you add salt to your food when you eat? ____ Yes ____ No
7. How many times a day do you eat? _____.



- 2 Present your findings to the class.**

NOW YOU CAN

- ▶ Use words and phrases about body systems and healthy living
- ▶ Use *will* and *be going to* to talk about intentions, plans, predictions and willingness
- ▶ Speak about how to get rid of bad habits
- ▶ Write about what to eat and not to eat for special occasions

Grammar

Ss underline the part in italics that is appropriate in the following sentences.

Key

1. I *will become / am going to become* an engineer one day if I can.
2. Foods *are broken down and converted / break and convert* into energy in the digestive system.
3. Jane *is going / will go* to the dentist's tomorrow as planned.
4. The acupoints *are stimulated / stimulate* to enhance the healing capability of the body itself.
5. Besides acupuncture, acupressure *is used / uses* to help treat ailments without any medicine.
6. Although I have taken some aspirin, the headache *doesn't go / won't go* away.
7. All the body organs *are supported by / support* the bones in the skeletal system.
8. Look at the dark clouds. I'm sure it *will rain / is going to rain* soon.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can pronounce the consonant clusters properly. I can use **will** and **be going to** and the passive voice to talk about our body, our habits and about some alternatives to modern medicine.*

PROJECT

Lead-in: Inform the class of the lesson objectives: speaking practice through doing a survey.

- 1 In this activity, Ss are to go round the class and conduct a survey.
 - Explain to Ss that they should ask their classmates the given questions to complete the survey.
 - Have Ss use the information to write a report.
- 2 Ask Ss to report their findings to the class, adding to their findings some information from the notes they took earlier.

Unit 3 MUSIC

GETTING STARTED

Live on stage



1 Listen and read.

Mai: The young pop star looks shy, right?

Anna: Yeah. He's the teen idol who is exciting female fans around the world.

Nam: He also looks passionate on stage.

Anna: Looks can be deceiving, ha, ha! I bought his platinum album *My World* a few years ago.

Nam: Do you know a lot about him?

Anna: Of course, I'm one of his biggest fans. I read his biography on the Internet and found out that he won second place in the *Idol* contest in his home country, Canada.

Mai: Really? So he's very talented. Did he graduate from a famous music school?

Anna: No. He says he learnt by "just singing around the house".

Mai: Every country's got talent!

Nam: You're right, Mai. How did he become popular, Anna?

Anna: His mother began to post homemade videos on the Internet in 2007. He became a superstar within two years.

This unit includes:

LANGUAGE

Vocabulary

Words and phrases related to *Music*
Adjectives

Pronunciation

Pronunciation of the ending sounds
/est/, /ənt/, and /eit/

Grammar

- Compound sentences
- *to*-infinitives and bare infinitives

SKILLS

- Reading for general ideas and specific information about TV shows
- Speaking about TV shows
- Listening for gist and specific information to a conversation about music
- Writing a biography

COMMUNICATION AND CULTURE

Quan Ho singing & Dangdut music

Mai: Incredible!

Anna: I agree with you. His video got over 10,000,000 views, so he became well-known. He was also the first solo artist to have four singles enter the Top 40 before his debut album release.

2 Read the conversation again. Then tick true (T) or false (F).

	T	F
1. The pop star has a lot of female fans around the world.		
2. His platinum album was <i>The World</i> .		
3. It took him more than two years to become a superstar.		
4. His home country is the USA.		
5. His clips on the Internet received over 10,000,000 views.		

OBJECTIVES

By the end of this unit, Ss can

- use nouns and phrases related to the topic *Music*
- pronounce the final sounds /est/, /ənt/, and /eɪt/ correctly in isolation and in context
- use compound sentences
- use *to*-infinitives and bare infinitives
- read for general ideas and specific information about TV shows
- talk about TV shows
- listen for gist and specific information about inspirational music
- write biographies using the information from fact files

GETTING STARTED

Live on stage

Lead-in: Inform the class of the lesson objectives: getting to know the topic, '*Music*', through a conversation about a teen pop star and two grammar points.

- 1 Elicit comments on the picture. Check Ss' understanding of some vocabulary items: *passionate*, *shy*, *deceiving*, *talented*, and *Top 40* before giving the meanings or Vietnamese equivalent.
- 2 Tell Ss that the activity is for comprehension, and they should read as they are listening. Then have Ss work individually to tick the statements before they discuss as a class. Check the answers, and give explanations, if necessary.

Key

1. T 2. F 3. F 4. F 5. T

Notes:

platinum album: An album 'goes platinum' once it has hit a certain number of sales. The exact number of album sales required to go platinum varies from country to country, depending on population. In the USA, it takes one million sales for an album to go platinum, while in Slovakia, 6,000 sales equals a platinum record.

single: In most cases, the single is a song that is released separately from an album, but it can still appear on an album.

Top 40: the 40 most popular or best-selling recordings, songs, etc., within a stated time period.

- 3 Read the conversation again, and give answers to the following questions.**
- Who are the speakers talking about?
 - How did the teen pop star look on stage?
 - What was his first achievement in his home country?
 - Who decided to post his homemade videos on the Internet?
 - How many views did the superstar's videos gain on the Internet?
 - What is one of his most important achievements? Why?

Watch out!

What does the saying *Looks can be deceiving* mean? Can you think of a situation in which the saying is true from your experience?



- Find the adjectives which describe the teen idol and write them down. Then discuss their meanings.**
- Reread the conversation. Circle the verbs which are followed by to-infinitives.**

LANGUAGE

Vocabulary

- 1 Use the words in the box to complete the definitions.**

fan contest	pop clip	idol talent
----------------	-------------	----------------

- _____ : an exceptional ability
- _____ : a type of music popular with teenagers, with strong rhythm, harmony, and an emphasis on romantic love
- _____ : one that is adored, often blindly or excessively
- _____ : a competition, especially one in which entrants are rated by judges
- _____ : an ardent devotee; an enthusiast
- _____ : a short extract from a movie or television programme

- 2 Give the Vietnamese equivalents to the words from a-g. Then match each of them with the appropriate meaning.**

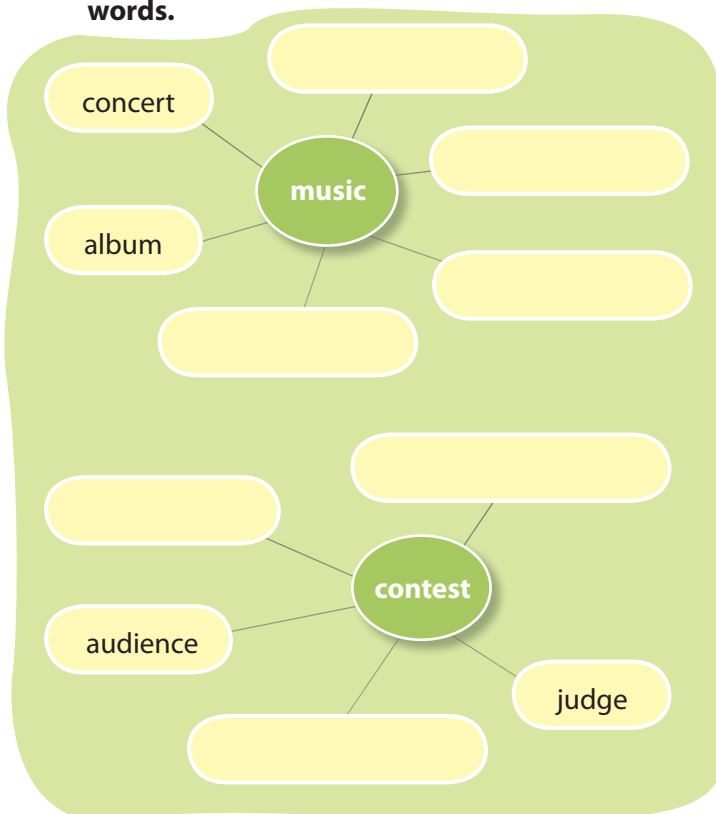
a. debut album	b. post
c. single	d. release
e. Top 40	f. platinum
g. solo	

- a song, often from a full-length album or compact disc
- the first appearance of a set of musical recordings stored together in jackets under one binding

- to display on the Internet
- to make a song or album available to the public
- a record awarded to a singer or group whose album has sold at least one million copies
- the forty best-selling audio recordings for a given period
- a performance by a single singer

- 3 Use these words to make sentences about the music or singers you know.**

- 4 Expand your vocabulary. Add more related words.**



- 3 Tell Ss to focus on the instructions. Get them to work in pairs or groups to discuss the answers. (Ss may refer back to the conversation.) Check the answers and give explanations, if necessary.

Key

1. They are talking about a young pop star.
2. He looked shy and passionate.
3. He won second place in the Idol contest.
4. His mother did.
5. They gained over 10,000,000 views.
6. He had four singles enter Top 40 before his first album.

Watch out!

This is a reminder. Focusing on the saying: *Looks can be deceiving*. Get Ss to refer back to the conversation to find the phrase and practise saying the phrase together. Explain the meaning or give the Vietnamese equivalent. Then elicit more examples from Ss.



Key

The saying *Looks can be deceiving* means things are not always as they appear.

Examples:

- She seems like a very nice girl, but she isn't. Looks can be deceiving!
- This restaurant doesn't look good, but the food is great. Looks can be deceiving!

- 4 This activity focuses on dictionary skills. Ss should use a dictionary to look up the meanings of the words and write them down before discussing. Check the answers as a class.

Key

shy, passionate, talented, popular, well-known

Notes:

shy: not at ease with other people
passionate: having a keen enthusiasm or intense desire for something
talented: a person with good natural ability
popular: widely liked or appreciated
well-known: famous

- 5 This activity focuses on the *to*-infinitive in the conversation. Give Ss time to do the task individually. Check the answers as a class.

Key began to post ...; the first solo artist to have four singles

LANGUAGE

Vocabulary

- 1 Have Ss read and match the vocabulary items with their meanings. Set time and let Ss work individually. Then check the answers as a class. Explain the meanings or give Vietnamese equivalents if necessary.

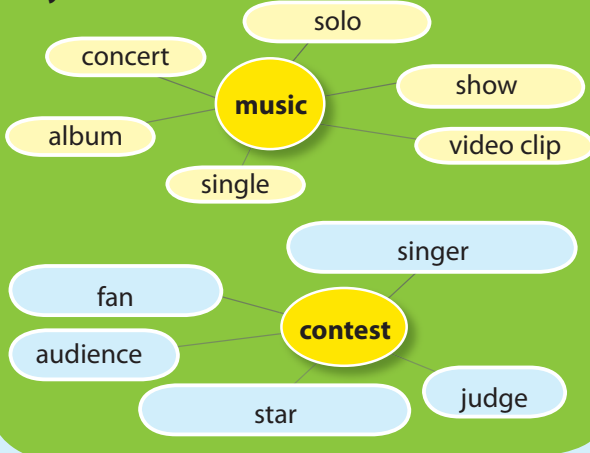
Key 1. talent 2. pop 3. idol
 4. contest 5. fan 6. clip

- 2 This activity focuses on the lexical items related to *Music*. Ss should use a dictionary to look up the meanings of the words in the box before discussing in groups in order to match each item from **a-g** with the appropriate meaning. Check answers as a class.

Key a. 2 b. 3 c. 1 d. 4 e. 6 f. 5 g. 7

- 3 This task aims to make sentences with the words in 2. Give enough time for Ss to do the task. Call on a few Ss to write their sentences on the board, and get the class to comment before giving the correct answers.
- 4 This activity enables Ss to review the words related to the topic. Have Ss do the task individually first. Then they compare their answers with their partner's. Call on two Ss to write the word webs on the board. Elicit other words from the class to add to the webs. Get Ss to read in chorus all the words in the webs.

Key



Pronunciation

1 Read again the conversation in GETTING STARTED. Circle the words that have the ending sounds /est/, /ənt/ or /eit/.



2 a. Listen and repeat.

/est/

best, contest, guest, chest, test, rest, crest

/ənt/

talent, moment, achievement, different, parent, present, current

/eit/

educate, late, rate, date, state, commemorate, debate

b. Listen and write down the words you hear.

3 Can you write down one more word for each ending above?

Grammar

Compound sentences

1 Match the conjunctions *and*, *or*, *but* and *so* with their meanings.

- | | |
|--------|------------------------------------|
| 1. and | a. contrast |
| 2. or | b. result |
| 3. but | c. choice |
| 4. so | d. an addition of equal importance |

2 Match each heading with the correct end.

- | | |
|---|---|
| 1. The concert hall has a large stage, | a. and he has received many national prizes. |
| 2. At the box office, you can buy the tickets for the show, | b. but it became boring at the end. |
| 3. He is a talented composer, | c. so there is enough room for many performers to play at the same time. |
| 4. The concert was exciting at the beginning, | d. but her parents persuaded her to complete her secondary school instead of immediately beginning a professional career. |
| 5. He was nominated for 14 competitive Grammys, | e. or you can purchase them online. |
| 6. She was a pianist with potential, | f. and he won three. |

Do you know ... ?

- A compound sentence is two sentences joined by a coordinating conjunction. (*and, or, but, so, yet, for*).
- Put a comma before the coordinating conjunction in a compound sentence.

Infinitives

Use *to*-infinitives or bare infinitives (infinitives without *to*) to complete the following sentences.

1. One day he promised _____ her a song. He had such a beautiful voice! (sing)
2. The teen singer is old enough _____ up his own mind. (make)
3. Nobody can force the teen singer _____ anything that her mother does not agree with. (do)
4. His performance was so boring that it made me _____ asleep. (fall)
5. This morning many of his fans saw him _____ with his girlfriend on an expensive motorcycle. (ride)
6. I can't decide whether _____ a ticket online or at the box office. (buy)

Watch out!

- The following verbs are followed by the *to*-infinitive: *begin, decide, ask, expect, forget, hope, intend, learn, plan, prefer, promise, seem, try, want, would like, etc.*
- The following verbs are followed by the infinitive without 'to': *feel, hear, notice, see, watch, make, let, etc.*



Pronunciation

- 1 This task focuses on identifying the words having the ending sounds /est/, /ənt/, and /eɪt/. Set time and let Ss do the task individually. Check the answers as a class.

Key passionate talent contest

- 2 **a.** Play the recording twice. The first time, get Ss to read all the words having the ending sounds /est/, /ənt/, and /eɪt/ in their books as they are listening. Play the recording the second time, pausing at times to ask the whole class to repeat the words.
- b.** Have Ss work individually to listen and write down the words they have heard. Then ask Ss to check the answers in groups. Call on one student to write the answers on the board. Correct mistakes if there are any. Let Ss read all the words in chorus once or twice.

Audio script

commemorate best talent different guest date test achievement parent

- 3 This activity focuses on the research skill. Ss can use a dictionary or the Internet to look for more words having the same endings. Have Ss work in pairs or groups. Check answers as a class. Then get Ss to read aloud all the new words.

Suggested answers

/est/ request

/ənt/ development

/eɪt/ penetrate

Grammar

Compound sentences

- 1 Draw Ss' attention to the reminder box. Remind Ss that they have learnt some of the coordinating conjunctions in the lower grades such as *and*, *but*, and *so*. Present the new ones: *or*, *yet*, and *for*, using some examples to make clear their uses and meanings. Remind Ss that the use of the conjunction is determined by the ideas of the clauses, and that a comma is added before the coordinating conjunction which joins two clauses.

Key 1. **d** 2. **c** 3. **a** 4. **b**

- 2 Read the sentence halves in the table aloud to the class, and elicit the answers. Get Ss to work in pairs for a few minutes. Check the answers as a class. Ask some Ss to read aloud all the completed sentences.

Key 1. **c** 2. **e** 3. **a** 4. **b** 5. **f** 6. **d**

Infinitives

- Focus Ss' attention on the *Watch out!* box and give them time to read. Check which verbs are followed by 'to' and which ones are not. Ask Ss to write down the verbs in two columns in their notebooks. Let Ss do the task individually. Check the answers as a class and get Ss to read in chorus all the completed sentences.

Key 1. to sing 2. to make 3. to do 4. fall 5. ride 6. to buy

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *Now I can pronounce the words having the ending sounds /est/, /ənt/, and /eɪt/. I can talk about a teen pop superstar. I can identify and make compound sentences. I can identify the verbs followed by the **to-infinitive** and **bare infinitive**.*

SKILLS

Reading

Idol: A global smash hit

- 1** Look at the logos. Are you familiar with them? Tell a partner what you know.



- 2** Read the text and discuss the significance of these years: 2001, 2002, 2007, and 2012.

Idol is one of the most successful entertainment formats ever launched. The first *Idol*, *Pop Idol*, began in 2001, and quickly became a worldwide phenomenon with local versions in many countries and territories. Hundreds of millions



of viewers worldwide have watched *The Idol* programme since it was first launched in the UK. The show has been on the top ten rating lists of most countries. Year after year, *Idol* remains a global smash hit.

Some Facts

American Idol began in 2002 and quickly became the most popular entertainment series in America with viewers in the hundreds of millions.

Vietnam Idol is part of the *Idol* franchise created in the UK by Simon Fuller. The first season of *Vietnam Idol* aired on May 23, 2007, and the fourth season aired on August 17, 2012. The *Vietnam Idol* process includes: auditions, semi-finals, and finals. The final contestants

perform live on stage to a television audience. The contestants receiving the fewest viewers' votes are eliminated from the competition.



- 3** Circle the appropriate meaning for each word from the text.

- to air**
 - to breathe in
 - to broadcast
 - phenomenon**
 - an event which people talk about
 - a person in action
 - audience**
 - people at a performance
 - public speakers
 - season**
 - a TV show's episode
 - a TV contest
 - process**
 - way of doing things
 - a series of actions
- 4** Ask and answer the following questions.
- What entertainment format is a global smash hit?
 - Where did the *Idol* format come from?
 - How long has the *Idol* format lasted?
 - Is *Vietnam Idol* an original programme or a franchised one?
 - What do you think of the *Vietnam Idol* shows?



SKILLS

Reading

Idol: A global smash hit

Lead-in: Get Ss to brainstorm the names of some current contest TV shows. Elicit their answers to these questions: *What are your favourite TV contest shows? Have you seen Vietnam Idol / Tiếng Hat Truyen Hinh / Tiếng Hat Mai Xanh? What do you think about it / them?*

- 1 Write *Idol: A global smash hit* on the board, and give a brief explanation of the phrase (*great success in the world*). Focus on the instructions. Get Ss to discuss in pairs what they know about the logos. Call on a few Ss to report the result of their discussion.

Notes:

- a. *Pop Idol*, created by the British entertainment executive Simon Fuller, is a music competition which began on British ITV on October 6, 2001 to select the best new young pop singer in the UK based on viewer voting and participation.
- b. *Who Wants to be a Millionaire* or informally called *Millionaire* is an American television quiz show based upon the British programme of the same title, which offers a maximum prize of \$1,000,000 for correctly answering a series of consecutive multiple choice questions.
- c. *Vietnam Idol* is part of the *Idol* franchise of the original reality programme *Pop Idol* by Simon Fuller. The first season of *Vietnam Idol* aired on May 23, 2007 on HTV9, and the fourth season aired on August 17, 2012.



- 2 Tell Ss that they should read the text quickly for the information related to the years 2001, 2002, 2007, and 2012. Set a time limit and let Ss do the activity individually. Then have Ss discuss their answers in groups. Call on a few Ss to report the results of their discussion.

Key 2001: the year that *Pop Idol* was first launched in the UK

2002: the beginning of *American Idol*

2007: the first season of *Vietnam Idol*

2012: the fourth season of *Vietnam Idol*

- 4 Have Ss read through the questions, and make sure they understand the words *format* (structure) and *franchise* (the right to use a logo and TV show format = nhượng quyền). Get Ss to answer the questions independently, and then check their answers with their partners. Remind Ss to underline the key words in the questions and the relevant parts in the text.

- Key**
1. The Idol format.
 2. It came from the UK.
 3. 12 years.
 4. It's a franchised programme.
 5. Answers vary.

- 3 Focus Ss' attention on the instructions and get them to do the task individually. Set a time limit and check answers as a class.

Key 1. b 2. a 3. a 4. a 5. b

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *Now I have learnt about the facts and history of successful TV shows such as American Idol, Who Wants to be a Millionaire and Vietnam Idol. I can understand the words in the text such as to air, phenomenon, audience, season and process.*

Speaking

Talking about TV shows

1 Read the following TV blurbs. Complete the table with the notes from each show. Then compare and contrast the shows with a partner.



Vietnam Idol

This is the show where we find a star! Or rather, our celebrity panel and you at home choose the best singer. The winner will get a recording contract with VNR Records.

Who Wants to be a Millionaire

What would you do with a lot of money? Winners on this show will get a chance to be a millionaire. First they must answer a series of general knowledge questions. Each time the amount of money increases - the prize starts off small but gets bigger and bigger.

Vietnam Idol	Who Wants to be a Millionaire

2 a. Imagine you are a TV producer. You are creating a new show. Make a list of details about your show.

Example:

Show name: Vietnam Joke
Show type: Reality TV Show
Time: Saturday evenings from 7.30 - 8.30
Benefits: A 15-day tour to the USA.

b. Share your ideas with a partner. Work together to combine your ideas into one show and present your show to the class.

Learning Tip: Presentations

Body Language: Smile, make eye contact
Speech: Speak clearly and not too quickly
Practice: Practise with friends or in front of a mirror beforehand
Notes: It's okay to keep notes on small note cards

Speaking

Talking about TV shows

Lead-in: Introduce the topic by asking: *How often do you watch TV contest shows? What are your favourite shows? What do you think about Vietnam Idol / Who Wants to be a Millionaire? Why do you think that?*

1 Inform the class of the lesson objectives: talking about TV shows. Write *Talking about TV shows* on the board and draw Ss' attention to the TV blurbs. Give Ss time to read the TV blurbs and pre-teach: *celebrity panel* (group of judges including famous people), *VNR Records* (names of a recording company). Elicit comments on the pictures and get Ss to brainstorm the names of some celebrities related to *Vietnam Idol* shows. Ss work in pairs to complete the table. Call on some Ss to write the table on the board and get the class to suggest the facts to complete the table.

Suggested answers

Vietnam Idol	Who Wants to be a Millionaire
<ul style="list-style-type: none">– To find a pop star– The winner will be chosen by a celebrity panel and home viewers– The winner will get a recording contract with VNR Records	<ul style="list-style-type: none">– To find a winner who will get a big sum of money– The winner will answer a series of general knowledge questions– The amount of prize-money increases with the number of questions

2 a. Draw Ss' attention to the instructions. Get Ss to read the information and make sure that they understand the activity. Ss work individually to write down the facts for their imaginary TV shows. Call on some Ss to write the details about their shows on the board. Elicit comments from the class.

b. This is an interactive and cooperative activity. Ask Ss to work in pairs to discuss, and come to an agreement on the facts used for their combined imaginary TV shows. Then have Ss rehearse a presentation in front of the class. They should focus on the learning tips for their presentations. Make sure Ss understand the tips and apply them for their presentations. Read the information and ask if Ss understand the words *presentation*, *eye contact*, and *beforehand*. Give time for Ss to rehearse before their presentations. In case there is a shortage of time, let this activity be prepared at home, and the presentation will be done during the next class.

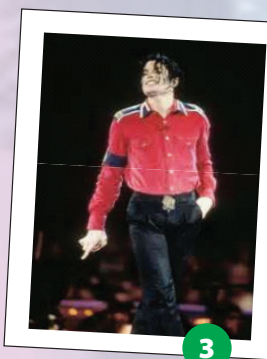
LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *Now I have learnt about the two TV shows **Vietnam Idol** and **Who Wants to be a Millionaire**. I can give a presentation of my own TV show.*

Listening

Inspirational music

1 Do you know these artists? What are their names?



2 Listen to the following song excerpt. Tell your partner what you thought about, and how you felt while you were listening to it.

3 Now, listen to the conversation between Anna and Nam. What are the speakers talking about? Circle the best answer.

- a. Vietnamese composers
- b. Michael Jackson
- c. Favourite songs
- d. American teenagers

4 Listen to the recording again. Give short answers to the following questions.

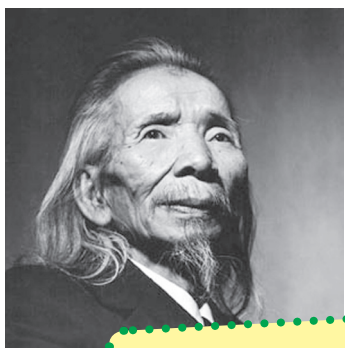
- 1. What song is Nam listening to?
- 2. What is his favourite kind of music?
- 3. How do Nam's favourite songs affect him?
- 4. What is Anna's favourite kind of song?

5 Work with a partner. Tell him / her about your favourite music. Give reasons.

Writing

Writing a biography

1 Do you know this man? Read the following paragraphs. Match each of them with the corresponding heading.



- a. Early years
- b. Typical Works
- c. Important achievements
- d. Conclusion

- 1. Van Cao wrote many songs. Some of his most well-known are: *Go Dong Da* (1942); *Tien Quan Ca* (1944); *Bai Ca Chien Si Hai Quan* (1945); *Khong Quan Viet Nam* (1945); *Ngay Mua* (1948).
- 2. Van Cao's song *Tien Quan Ca* written in 1944 became the national anthem of the Socialist Republic of Vietnam.
- 3. Van Cao is remembered as one of the most important composers of modern Vietnamese music and one of the most popular composers in the world. He died on July 10, 1995 in Ha Noi. After his death, he received the Ho Chi Minh Prize.
- 4. Van Cao's real name is Nguyen Van Cao. He was a composer who was born on 15 November 1923 in Hai Phong, but his hometown was Nam Dinh.

Listening

Inspirational music

Lead-in: Inform the class of the lesson objectives: listening for gist and specific information. Write *Inspirational music* on the board and check Ss' understanding of the phrase. *Inspirational music* means *music that makes people feel uplifted with hope and love*.

- 1 Draw Ss' attention to the photos. Elicit the names of the artists.

Key 1. Trinh Cong Son 2. Luu Huu Phuoc
3. Michael Jackson 4. Elton John

- 2 Focus on the instructions. Ask: *How often do you listen to our national anthem? What is the name of the song? Who is the composer? When and where did you last hear it? How did you feel when you heard the song? What do you think about the song lyrics?* Play the recording and set a time limit for Ss to discuss in pairs. Call on a few Ss to give their opinions.

Audio script

The first two-minute part of the National Anthem of Viet Nam

- 3 Draw Ss' attention to the instructions and give Ss time to read the answers. Play the recording all the way through. Then replay it for Ss to select the correct answer. Check the answer as a class. Ask Ss to explain their choice if necessary. Replay the recording for Ss to check their answers again.

Audio script

Anna: What are you listening to, Nam?

Nam: 'I Have a Dream' by ABBA.

Anna: Can you sing the song?

Nam: Sure. Most Vietnamese teenagers can sing it.

Anna: Really? How nice! What is your favourite kind of music, Nam?

Nam: Inspirational.

Anna: Could you give me the names of some inspirational songs you like?

Nam: 'Tien Quan Ca' by Van Cao, 'Noi Vong Tay Lon' by Trinh Cong Son, 'Circle of Life' by Elton John and Tim Rice, and 'We Are the World' by Michael Jackson and Lionel Richie.

Anna: Why do you like these songs?

Nam: Because they inspire me, and I can learn lessons about things such as patriotism, charity, hope, and love.

Anna: Incredible! It seems you know a lot of English songs.

Nam: Thank you. How about you? What are your favourite types of music?

Anna: Well, like most American teenagers, I like hip-hop or rap.

Key c

- 4 Draw Ss' attention to the instructions and read out the questions. Review the word *affect*. Play the recording all the way through for Ss to listen.
- Replay the recording for them to do the activity. Check answers as a class. Replay the recording the third time for Ss to confirm the answers.

Key

- 'I Have a Dream' by ABBA.
- Inspirational songs.
- His favourite songs inspire him, and he can learn lessons from them.
- Rap or Hip-hop.

- 5 Get Ss to brainstorm the names of some songs that are popular to teenagers. Get Ss to work in pairs or groups to discuss their favourite songs, and the reasons they like them. Call on a few Ss to present their opinions.

Notes:

- 'Happy Birthday to You', known more simply as 'Happy Birthday' was written as a classroom greeting in 1893 by two Louisville teachers, Mildred J. Hill and Dr Patty Smith Hill, professor emeritus of education at Columbia University. The song's basic lyrics have been translated into at least 18 languages. The melody of 'Happy Birthday to You' comes from the song 'Good Morning to All', which was also written and composed by American siblings Patty Hill and Mildred J. Hill in 1893.
- 'We Are the World' is a song and charity single originally recorded by Supergroup USA for Africa in 1985. It was written by Michael Jackson and Lionel Richie for the album 'We Are the World'.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can say how I felt when I heard the National Anthem. I can listen to and understand a conversation about some inspirational songs.*

2 Work with a partner to ask and answer the following questions in your own words.

1. When was Van Cao born?
2. Where was he born?
3. Which of his works was the most important?
4. When did he die? Where?
5. What do you think about Van Cao?

3 Write a biography, using one of the Fact Files on this page.

FACT FILE

Frédéric François Chopin (1810 – 1849)

- **Early years:** born in 1810 in Warsaw, a renowned child prodigy, grew up, completed his music education and composed many works in Warsaw before leaving Poland in 1830 at the age of 20; settled in Paris after the November 1830 uprising, suffered from poor health since childhood.
- **Typical works:** 59 mazurkas, 27 études, 27 preludes, 21 nocturnes, 20 waltzes, 18 polonaises, 4 ballades, 3 piano sonatas.
- **Important achievements:** invented the instrumental ballade and made major innovations to the piano sonata, waltz, and prélude.
- **Conclusion:** one of the greatest Romantic piano composers, his piano works are often technically demanding, died in Paris in 1849 at the age of 39.



FACT FILE

Luu Huu Phuoc (1921 – 1989)

- **Early years:** born on September 12, 1921 in Hau Giang (Can Tho), a noted figure in culture, composer of many lively patriotic wartime songs, children's songs, and the occasional opera
- **Typical works:** *Bach Dang Giang*; *Tieng Goi Thanh Nien*; *Giai Phong Mien Nam*
- **Important achievements:** member of the National Assembly, Chairman of the Committee of Culture and Education of the National Assembly of the Socialist Republic of Vietnam; received the Ho Chi Minh Prize after his death.
- **Conclusion:** one of the most prominent cultural figures during the national liberation movements, died on June 16, 1989, in Ho Chi Minh City



Writing

Writing a biography

Lead-in: Inform the class of the lesson objectives: writing biographies based on fact files.

- 1 Write the phrase *Writing a biography* on the board. Draw Ss' attention to the photo and the instructions. Elicit the name of the artist and the answers about his birthday, typical works, important achievements, and death. Give Ss time to read the texts. Pre-teach some key words such as *biography*, *composer* and *achievement*. Ss do the task individually. Check the answers as a class.

Key

1. **b** 2. **c** 3. **d** 4. **a**

- 2 Draw Ss' attention to the instructions and the questions. Get them to work individually to find the answers. Then they work in pairs to ask and answer the questions. Call on a few Ss to report the answers.

Key

1. He was born in 1923.
2. He was born in Hai Phong.
3. It was "Tien Quan Ca".
4. He died in 1995 in Ha Noi.
5. Answers vary

- 3 Draw Ss' attention to the instructions, the photos, and the fact files. Point out to Ss how to write a biography, referring to Van Cao's biography. Pre-teach the key words / phrases: *patriotic*, *occasional opera* (ca kịch), *national assembly*, *liberation movement*, *child prodigy* (thần đồng), *uprising* (nổi dậy), *ballade* (bài ca sử thi), *technically demanding* (yêu cầu kỹ thuật cao). Give enough time for Ss to read the information to do the task. Tell Ss to write a draft first. Then they actually write a biography of about 150 words. Have Ss pay special attention to punctuation, structural elements and linking words. Since this activity takes a lot of time, turn it into homework, and collect Ss' papers in the next lesson. Give feedback on some papers.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *Now I can understand the artists' biographies such as Van Cao, Luu Huu Phuoc, and Frédéric François Chopin. I can write biographies with given information.*

COMMUNICATION AND CULTURE

Communication

1 Match the names with the pictures.








1. Michael Jackson
2. Van Cao
3. Elvis Presley
4. Tchaikovsky
5. Chopin
6. Johann Strauss

2 Read and complete the sentences using the names above.

1. _____ was an Austrian composer of light music, particularly dance music and operettas.

2. _____'s Swan Lake is a love story between Siegfried and Odette, who was turned into a swan by a magician. The tragic end of the story shows that magic is powerless over love.
3. _____, an American singer and actor, is often referred to as the 'King of Rock and Roll' or "the King".
4. _____'s *Tien Quan Ca* was made into the national anthem of the Socialist Republic of Viet Nam.
5. _____'s piano works are often technically demanding, with an emphasis on nuance and expressive depth.
6. _____, often referred to as the 'King of Pop' or by his initials MJ, is recognised as the most successful entertainer of all time by Guinness World Records.

3 Listen to the recording. Ask and answer the questions.

1. How many speakers are there?
2. What are they talking about?
3. Where does the event take place?
4. Who will buy the tickets?

Culture

1 Listen and say the name of the song. Then read the texts and do the tasks that follow.

Viet Nam

Quan Ho singing is a Vietnamese style of folk music that was recognised by UNESCO in 2009. It originated in Bac Ninh Province in the 13th century, and is sung at spring festivals. There are a large number of *Quan Ho* melodies. A pair of female singers sing a 'challenge phrase' (*cau ra*) and a pair of male singers sing a 'matching phrase' (*cau doi*), which repeats the melody phrase. Once they are finished, the order is reversed. The male singers will sing their challenge phrase with a different melody, like musical ping pong. The singers are backed with the mono chord, followed by the bamboo flute and a 36-stringed musical instrument.

Indonesia

Dangdut is a kind of Indonesian popular music. Indonesians really enjoy this music because the powerful beat compels listeners to dance together in the *Ghoomar* style. *Dangdut* has a similar melody, vocals, and instruments as Indian music. A *dangdut* band typically consists of a male or female lead singer, who is backed by an unusual mix of musical instruments. They can include drums or flutes from a variety of Asian or Middle East countries and modern instruments like electric guitars or organs.



COMMUNICATION AND CULTURE

Communication

Lead-in: Inform the class of the lesson objectives: further skill development.

- 1 Focus on the photos and the names of the artists. Check answers as a class.

Key a. Chopin b. Elvis Presley
c. Michael Jackson d. Tchaikovsky
e. Johann Strauss f. Van Cao

- 2 Give Ss enough time to read the texts and do the task individually. Pre-teach some key words such as *swan*, *magician*, *powerless*. Check the answers as a class. Get some Ss to read aloud the texts if there is enough time.

Key 1. Johann Strauss 2. Tchaikovsky
3. Elvis Presley 4. Van Cao
5. Chopin 6. Michael Jackson

Notes:

concerto: an instrumental work for an orchestra that highlights a soloist or group of soloists

operetta: a theatrical production, usually with a comic theme, similar to opera but with much spoken dialogue and usually some dancing.

waltz: a ballroom dance in triple time in which the couple turn continuously while moving around the dance floor

rock 'n' roll: a style of pop music that has its roots mainly in blues music and is characterized by heavily stressed beats.

sonata: a piece of classical music for a solo instrument or a small ensemble consisting of several movements, at least one of which is in sonata form

country music: a type of popular music, based on the traditional music of the rural South and the cowboy music of the West of the USA, whose songs express strong personal emotions. Country musicians typically play such instruments as the guitar and fiddle (đàn vi-ô-lông).

- 3 Draw Ss' attention to the instructions and the questions. Play the recording all the way through for Ss to listen. Replay the recording and set a time for Ss to discuss the questions in pairs or groups. Check answers as a class.

Audio script

Anna: What are we going to do tomorrow evening?

Mai: How about going to the City Opera? There's an interesting programme on there tomorrow.

Anna: What kind of programme is it, Mai?

Mai: Well, I've got a programme blurb here.

Nam: Would you like to have a look, Anna?

Anna: Yeah. Let's see. Ah, Tchaikovsky's *Swan Lake*, a ballet with many well-known Vietnamese actors and actresses. Well, it seems cool.

Mai: The performers are prominent and talented artists in our country.

Anna: Look at this singer. She looks charming and passionate, right?

Mai: Yeah. She is.

Anna: Who is the handsome guitarist?

Nam: Ha Long, one of the leading guitarists of pop music.

Mai: So I'll get the tickets for all of us, right?

Anna: OK. Thanks, Mai.

- Key** 1. There are three speakers.
2. They are talking about a local entertainment programme.
3. It is going to take place in the City Opera.
4. Mai will buy the tickets.

Culture

Lead-in: Focus on the photos. Ask: *Do you know the people/things in this photo? Who are they?/ What are they? Where do they come from?*

- 1 Focus on the instructions. Play the recording of the song 'Den Hen Lai Len'. Ask: *Do you know this song? What is the name of the song? Ss work in groups to discuss the answers. Check answers as a class.*

Audio script

An excerpt of 'Den Hen Lai Len'

Key

'Den Hen Lai Len' (Quan Ho Bac Ninh)

2 Work with a partner. Complete the table.

	Quan Ho singing	Dangdut music
Country		
Kind of music		
Number of singers		
Musical instruments		

3 Listen to the music. Ask and answer the following questions.

- Do you know the name of this song? What is it?
- Who is the composer?
- Do you like the song? Why?



LOOKING BACK

Pronunciation

1 Listen and repeat the following sentences.

- The best moment for you to show your talent is in the contest tomorrow.
- In this debate, the contestants will state their opinions and points of view.
- The modest guest took a rest, and then he started talking about his achievements.
- You are fortunate because you didn't arrive late. It is raining now.
- The passionate singer sang different songs about peace and love.

2 Listen and write down the words.

/est/

/ənt/

/eit/

Vocabulary

1 Complete the text with the appropriate words from the box.

modest talented passionate confident

Girl Conquers the Voice Contest

Thu Anh was born to a family of artists. As a child she was (1) _____ about singing. Her parents soon realised that she was a (2) _____ singer, but they encouraged their daughter to finish her secondary school. The girl got several awards in local competitions before she won first place in the recent Idol contest. The teen contestant's professional voice and (3) _____ performance conquered the audience and the panel judges. TV viewers liked her (4) _____ manners in public. Everyone agreed that she was the right choice.



- Give Ss enough time to read the texts. Pre-teach the key words / phrases: *folk song, alternating groups, melody, musical ping pong, flute, vocal, and musical instrument*. Check the text comprehension as a class.
- 2 Draw Ss' attention to the table, and ask Ss to read the texts quickly for specific information to complete the table. Have Ss work individually and check their answers in pairs. Call on a student to write the table on the board. Elicit the information from the class to complete the table.

	Quan Ho singing	Dangdut music
Country	Viet Nam	Indonesia
Kind of music	Folk music	Pop music
Number of singers	Four	Eight
Musical instruments	Bamboo flute and a 36-stringed musical instrument	Drums or flutes from a variety of Asian or Middle East countries and modern instruments like electric guitars or organs.

- 3 Draw Ss' attention to the instructions and the questions. Play the recording two or three times. Ss work in groups to discuss the answers to the questions. Call on a few Ss to report the results of their discussion.

Audio script
 An excerpt of 'Nhu co Bac trong ngay dai thang' by Pham Tuyen.

Key
 a. Nhu co Bac trong ngay dai thang
 b. Pham Tuyen is the composer.
 c. Answers vary.

Note:

Dangdut: a genre of Indonesian popular music developed in the late 1960s and 1970s among working-class Muslim youths in Java, but beginning in the late 1990s reached a broader following in lower class Indonesians, Malay, and southern Filipinos.

LESSON OUTCOME
 • Ask Ss: *What have you learnt today? What can you do now?*
 • Elicit answers: *Now I know about the lives and works of some composers and singers such as Johann Strauss, Tchaikovsky, Elvis Presley, Van Cao, Chopin and Michael Jackson. I can talk about the Vietnamese Quan Ho Singing and the Indonesian music Dangdut.*

LOOKING BACK
Lead-in: Tell the class that this is an activity to review the pronunciation, vocabulary, and grammar sections of the unit.

Pronunciation
 1 Play the recording all the way through for Ss to listen. Replay the recording for them to repeat all the sentences once or twice. Call on a few Ss to read the sentences in turns. Correct the pronunciation if necessary.
 2 Focus on the instructions and the phonetic symbols. Point out that Ss should listen and write down the words having the ending sounds /est/, /ənt/, and /eit/. Check answers as a class.

Audio script
 1. commemorate 2. late 3. moment
 4. contest 5. debate 6. guest
 7. different 8. rest
 9. achievement 10. rate

Key
 /est/ contest, rest, guest
 /ənt/ moment, different, achievement
 /eit/ commemorate, late, debate, rate

Vocabulary
 1 Draw Ss' attention to the instructions and give Ss enough time to read the text individually. Explain the words: *modest, conquer, born to, realise, secondary school, contestant, and manner* if necessary. Check answers as a class.
Key
 1. passionate 2. talented
 3. confident 4. modest



2 In pairs, ask and answer the following questions.

1. Where did Quan Ho singing come from? When did it start?
2. How is Quan Ho singing performed?
3. Do you think you can create a Quan Ho performance in English? Try!

3 a. Describe Quan Ho singing in one sentence.

b. Describe Dangdut music in one sentence.

Grammar

1 Complete the following compound sentences.

1. We can go to the City Opera for a live concert, or _____
2. Elvis Presley received the Grammy Lifetime Achievement Award at age 36, but _____
3. Her vocals are inspirational and professional, so _____
4. The reality TV programme has been watched by hundreds of million viewers, and _____

2 Read the following sentences. Underline the incorrect form of the verbs.

1. I will not be able go to the concert tonight.
2. Let me to explain what the music excerpt means.
3. He asked me sing a few songs by Van Cao.
4. His performance makes me to fall asleep.
5. My sister never agrees to let me to go to rap shows.

3 Rewrite the incorrect sentences in 2, using the correct forms of the verbs.

PROJECT

Research a song of Quan Ho singing or a Dangdut song. Think about the following questions.

- Where did it originate?
- How long has it been popular?
- What are its influences?
- Do you like it?

Present your findings to the class.

NOW YOU CAN

- ▶ Make compound sentences
- ▶ Use *to*-infinitives and bare infinitives after a number of verbs
- ▶ Ask and answer questions about TV shows
- ▶ Write a biography from a fact file



- 2 Draw Ss' attention to the photo and questions. Elicit the answers from the whole class. Get Ss to work in pairs to ask and answer the questions. Call on a few open pairs to ask and answer.

Key

1. It came from Bac Ninh in the 13th century.
2. A pair of female singers sing a challenging phrase, and a pair of male singers respond by singing a matching phrase. The order is reversed in the next round with a different melody.
3. Answers vary.

- 3 a & b. Draw Ss' attention to the instructions. Set time and get Ss to work in pairs. Call on a few Ss to write their sentences on the board for the class to comment.

Suggested answers

- 3a. *Quan Ho singing* is a kind of Vietnamese folk music which originated in the 13th century and was recognized by UNESCO in 2009.
- 3b. *Dangdut music* is a kind of exciting Indonesian pop music which is played with a combination of traditional and modern musical instruments such as drums, flutes, electrical guitars and organs.

Grammar

- 1 Draw Ss' attention to the instructions. Give Ss enough time to read the incomplete sentences. Remind Ss to use the coordinating conjunctions to join the two clauses. Set a time limit and get Ss to do the task individually. Call on a few Ss to write their sentences on the board for the class to comment on. Correct the errors, if necessary.
- 2 Ask Ss to work individually. Ask five Ss to take turns writing the sentences on the board. Elicit the answers and underline the incorrect parts. Give explanations, if necessary.

Suggested answers

1. I will not be able go to the concert tomorrow night.
2. Let me to explain what the music excerpt means.
3. He asked me sing a few songs by Van Cao.
4. His performance makes me to fall asleep.
5. My sister never agrees to let me to go to the rap show.

- 3 Have Ss work individually. Ask five Ss to take turns correcting the sentences on the board for the class to comment on. Give feedback.

Key

1. I will not be able to go to the concert tomorrow night.
2. Let me explain what the music excerpt means.
3. He asked me to sing a few songs by Van Cao.
4. His performance makes me fall asleep.
5. My sister never agrees to let me go to the rap show.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *Now I can pronounce words having the ending sounds /est/, /ənt/, and /eit/ in sentences and write them down in isolation. I can use some adjectives in contexts. I can ask and answer questions about Quan Ho singing. I can describe Quan Ho singing and Dangdut music, each one in a single sentence.*

PROJECT

Lead-in: Draw Ss' attention to the project objectives and questions: Ss should do research for a class presentation on a *Quan Ho* song or a *Dangdut* song.

- This activity is rather demanding, so Ss can do it at home in order to access the Internet for the resources (photos/recordings/video clips/information) and to rehearse their presentations.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *Now I can do research and give presentation about a Quan Ho song / Dangdut song. I can answer questions related to the song.*

REVIEW 1

UNITS 1-2-3

LANGUAGE

Vocabulary

1 Match the phrases in A with their continuations in B.

A

1. Mr Brown's family members share

2. Mrs Brown cooks

3. Mr Brown does

4. Tom takes out

5. Linda does

B

a. the rubbish and cleans the house.

b. the laundry.

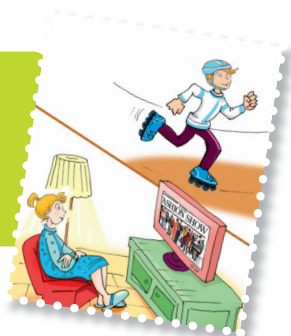
c. the household duties.

d. meals and does the shopping.

e. the heavy lifting.

2 Complete the conversation, using the words from the box.

watch TV
go rollerblading
lift weights
exercise (x2)



Laura: You're really fit, Peter. Do you exercise very much?

Peter: Well, I always get up very early, and I (1) _____ for an hour.

Laura: You're joking!

Peter: No. And then I (2) _____ round the lake near my house.

Laura: How often do you (3) _____ like that?

Peter: About five times a week. What about you, Laura?

Laura: Oh, I hardly ever (4) _____. I usually just (5) _____ in my free time.

Peter: Really?...

Pronunciation

3 Write the words in the correct columns and read them aloud.

create glide late play fortunate date
passionate credit plum statement
train debate please different plough
talent glass crime glue movement
traffic present travel glow treat
critical globe trash place cream

/tr/	/kr/	/pl/	/gl/	/ənt/	/eit/

Grammar

4 Use the verbs in the correct form, the present simple, the present continuous or the future simple, to complete the sentences.

1. Hurry up! The bus _____ (come). I _____ (not/want) to miss it.

2. Please _____ (not/ make) so much noise. I _____ (study).

3. John _____ (speak) English and French. Now, he _____ (speak) French to some visitors from Paris.

4. A: I _____ (be) so thirsty now!

B: OK. I _____ (bring) you some water.

5. A: This vacuum cleaner _____ (not work)!

B: Just a moment, I _____ (fix) it for you.

5 Write the sentences beginning with the words / phrases given without changing the meaning of the given sentences.

1. People don't use this road very often.
This road _____.

2. They do not often invite David to parties.
David _____.

3. The menu includes fruit juice.
Fruit juice _____.

4. They clean Mr Miller's room every day.
Mr Miller's room _____.

5. People can hear the music from far away.
The music _____.

INTRODUCTION

Review 1 is aimed at revising the language and skills Ss have learnt and practised in Units 1-3.

T may introduce the review by asking Ss if they remember what they have learnt so far in terms of language and skills. T then summarises Ss' answers and adds some more information, if necessary.

LANGUAGE

Language review can be used as a self-assessment test or revision for Ss. Ss do the tasks, and then T checks the answers with the whole class. T may conduct each activity separately.

Vocabulary

- 1 Ask Ss to do this activity individually, and then compare their answers with a partner's. Write the correct answers on the board. Ask Ss to raise their hands if their answers match.

Key

- | | | |
|------|------|------|
| 1. c | 2. d | |
| 3. e | 4. a | 5. b |

- 2 Ask Ss to do this activity individually. Ask a student to write his / her answers on the board. Then check the answers with the whole class.

Key

1. lift weights
2. go rollerblading
3. exercise
4. exercise
5. watch TV

Pronunciation

- 3 Ask Ss to do this activity individually, and then compare their answers with a partner's. Show the correct answers on the board.

Key

/tr/	/kr/	/pl/	/gl/	/ənt/	/eit/
train	create	play	glide	statement	date
traffic	credit	plum	glass	different	fortunate
travel	critical	please	glue	talent	passionate
treat	cream	plough	glow	movement	debate
trash	crime	place	globe	present	late

Grammar

- 4 Elicit the forms and uses of the present simple, the present continuous and the future simple. Ask a student to do the activity on the board while other Ss also do this activity individually. Check Ss' answers, and ask Ss for any explanations, if necessary.

Key

1. is coming – don't want
2. don't make – am studying
3. speaks – is speaking
4. am – 'll / will bring
5. isn't working / doesn't work – 'll / will fix

- 5 Elicit the form and use of the passive voice used with the present simple. Ask Ss to do this task individually, and then compare their answers with a partner's. Ask a student to write his / her answers on the board. Then check the answers with the whole class.

Key

1. This road isn't used very often.
2. David is not often invited to parties.
3. Fruit juice is included in the menu.
4. Mr Miller's room is cleaned every day.
5. The music can be heard from far away.

6 Match the beginnings in A with the endings in B.

A

1. I always enjoy visiting New York,
2. We stayed at home
3. Do you want to play tennis
4. The water wasn't clean,
5. It is a nice house,

B

- a. so I didn't go swimming.
- b. but it hasn't got a garden.
- c. but I wouldn't like to live there because it's too noisy.
- d. and watched television.
- e. or are you too tired?

2 Give short answers to the following questions.

1. What kind of music is very popular in America?
2. When do people enjoy listening to country music?
3. What area does traditional cowboy music come from?
4. How often do the radio stations in America and Canada broadcast country music?

Speaking

3 Work in groups. Interview your friends about the chores they share with their families, using the cues in the table. Then note down the findings.

Find someone who ...	Name
• cooks meals and washes the dishes	Mai, _____
• does the shopping	_____
• cleans and tidies up the house	_____
• does the laundry	_____
• empties the rubbish	_____
• repairs the furniture or fixes appliances	_____

4 Now report the interview results to the class.

Mai usually cooks meals and washes the dishes for her family ...

Listening

5 Listen to Kate talking about the lifestyles of her father and her uncle. Decide whether the following statements are true (T) or false (F).

	T	F
1. Kate's father usually gets home late from work.		
2. Kate's father plays sports or exercises twice a week.		
3. Last week Kate's father stayed up late to do his master's course assignment.		
4. Kate's uncle is easygoing and relaxed.		
5. Kate's uncle never watches TV or surfs the Internet.		
6. Kate's uncle likes listening to pop music.		

Writing

6 Think about two types of people who have very different lifestyles and write about what each person's daily life is like.

SKILLS

Reading

1 a. Read the text.

Country music

Country music is one of the most popular kinds of music in the United States. It is popular because it is about simple, but strong, human feelings. As life becomes more complicated and difficult, it is good to hear about simple, ordinary people.

Country music comes from two kinds of music. One is the traditional music of the people in the Appalachian Mountains in the eastern United States. The other is traditional cowboy music from the American West.

Today, country music is popular everywhere in the United States and Canada. There are more than a thousand radio stations that play country music twenty-four hours a day. People in many countries around the world also enjoy country music and they even sing it in their own languages.

b. Match the words in A with their definitions in B.

A	B
1. complicated	a. a place that sends out radio broadcasts
2. ordinary	b. a person who rides a horse and takes care of cattle
3. cowboy	c. difficult to understand or explain
4. traditional	d. normal or usual, not different or special
5. station	e. being part of the customs or way of life of a group of people



- 6 Elicit the use of **so**, **and**, **but**, and **or**. Ask Ss to do this activity individually, and then compare their answers with a partner's. Write the correct answers on the board.

Key

- | | | |
|------|------|------|
| 1. c | 2. d | |
| 3. e | 4. a | 5. b |

SKILLS

Reading

Ask Ss to do Activities **1** and **2** individually, and check their answers with a partner's. Give the correct answers and explanations, if necessary.

Key

- 1b:**
- | | |
|------|------|
| 1. c | 2. d |
| 3. b | 4. e |
| 5. a | |
- 2:**
1. Country music.
 2. When life becomes more complicated and difficult.
 3. From the American West.
 4. Twenty-four hours a day.

Speaking

- 3 Ask Ss to work in groups, the entire group takes notes as different Ss ask and answer questions about household chores in their families.
- 4 Ask each group to choose one student to report the interview results to the class. Ask other Ss for their comments and decide which student has the best answers.

Listening

- 5 Play the recording once for Ss to listen and choose their answers. Play the recording again, so Ss can check their answers, and then give the correct answers. Alternatively, play the recording one or more times for Ss to choose the correct answers.

Audio script

My father and my uncle have different lifestyles. My father is usually busy and fast-paced. He goes to work early and gets home late. He often has meals at work or eats a takeout meal. He plays sports and exercises five times a week. Last month, he worked late and studied past midnight for his master's course assignment.

My uncle has a quite different lifestyle from my father. He is easygoing and relaxed. He spends his free time watching TV or surfing the Internet. He rarely goes to the sports centre. He enjoys pop music very much, so he often wears earphones, even when he is on the bus. He seems to have nothing to worry about....

Key

- | | |
|------|------|
| 1. T | 2. F |
| 3. F | 4. T |
| 5. F | 6. T |

Writing

- 6 Ask Ss to write about two types of people who have very different lifestyles. Ask Ss to write about what each person's daily life is like. Ask Ss to write the draft first in class, and then they may write their final versions at home. Ss may start their writing like this:

My father and my mother have very different lifestyles. My father ...

Unit 4 FOR A BETTER COMMUNITY

GETTING STARTED

Who needs our help?

1 Listen and read.

Quan: Hi, Hieu. I called you yesterday afternoon, but you didn't answer.

Hieu: Oh, really? What time?

Quan: At about 2 p.m. What were you doing then?

Hieu: Oh, when you called, I was working. I volunteer every Tuesday afternoon at the Happy Mind Charity Centre. I teach children.

Quan: Really? Why?

Hieu: Because these children are disadvantaged. They have many problems and they need our help.

Quan: What subjects do you teach them?

Hieu: Vietnamese and Maths.

Quan: It sounds interesting. How did you get the job?

Hieu: Just by chance. I was interested in doing volunteer work, so when I saw the advertisement for volunteer positions in the newspaper last summer, I applied and was chosen.

Quan: Oh, I see. Was the job easy at first?

Hieu: Not really. When I worked with them for the first time, many of them couldn't read or write. Some of them were hopeless at Maths!

Quan: What did you do then?

This unit includes:

LANGUAGE

Vocabulary

- Words and phrases related to volunteers and volunteer work
- Adjective suffixes: *-ed* vs. *-ing*; *-ful* vs. *-less*

Pronunciation

/nd/, /ŋ/, /nt/

Grammar

- Irregular past tense verbs
- The past simple vs. the past continuous with *when* and *while*

SKILLS

- Reading for specific information about why people do volunteer work
- Talking about local community development
- Listening to an announcement for volunteers to get specific information.
- Writing an application letter for volunteer work

COMMUNICATION AND CULTURE

Local and global activities for community development

Hieu: I got some useful advice from my teacher. It was really helpful. All of the children can read and write now.

Quan: Your job is very meaningful. I also want to do something useful for our society.

Hieu: Well, if you are interested in this kind of work, I will introduce you to my team leader.

Quan: That sounds great! Thanks for your suggestion! I'm very excited!



OBJECTIVES

By the end of this unit, Ss can

- use lexical items related to the topic *For a better community*
- pronounce the sounds /nd/, /ŋ/, /nt/ correctly in isolation and in context
- use irregular past tense verbs
- use the past simple vs. the past continuous with *when* and *while*
- use adjectives ending in suffixes *-ed* vs. *-ing*; *-ful* vs. *-less*
- read for specific information about reasons why people do volunteer work
- exchange opinions and talk about local community development
- listen for specific information from an announcement for volunteers
- write an application for volunteer work
- understand about activities for community development by some famous people from different cultures.

GETTING STARTED

Who needs our help?

Lead-in: Inform class of the lesson objectives: getting to know the topic, vocabulary about volunteer activities, and two grammar points.

- Introduce the topic by asking Ss questions about the picture: *What is the picture about? What are people doing in the picture? What do you think about their activities? Do you want to try this job? Why?*
- Elicit answers from Ss, encouraging different interpretations.

- 1 Tell Ss that they are going to listen to a conversation between two friends, Hieu and Quan. Let Ss guess what Hieu and Quan are talking about.
- Play the recording. Ss listen and read the conversation at the same time.
 - Tell Ss not to worry about the new words or grammar points because these will be dealt with in later exercises.

2 Read the conversation again and answer the questions.

1. When did Quan call Hieu?
2. What was Hieu doing when Quan called?
3. Was Hieu successful as a volunteer teacher there?
4. What do you think about Hieu's volunteer work?
5. Have you ever done anything to help other people? If yes, what did you do to help them?

3 With a partner, make dialogues using the expressions in the box.

1. That sounds great!
2. Not really.
3. ... by chance.
4. Well,

Example:

Trang: Mum, I have two days off this week.

Mum: That sounds great! We can go out together then!

Trang: That's a great idea, Mum!

2 Use the words in brackets with appropriate endings from 1 to complete the following sentences.

1. If people spend most of their time doing nothing, they will find their lives _____. (*mean*)
2. I am _____ in doing charity work. (*interest*)
3. Last year, she was really _____ at English. She couldn't even say a word in English. Now her English is much better. (*hope*)
4. The new teacher's advice was very _____. His students could learn English vocabulary faster. (*use*)
5. They were _____ to know that their contributions were _____ to the poor people in that area. (*excite, mean*)
6. Our school volunteer activities are very _____. (*excite*)



LANGUAGE

Vocabulary

1 Read the conversation in GETTING STARTED again. Find the adjectives ending with the following suffixes:

- -ed _____
- -ing _____
- -ful _____
- -less _____



2 Ss work in pairs to ask and answer questions. Ask Ss to refer to the conversation to get the clues for their answers.

- Check Ss' answers and encourage Ss to give their own opinions to answer questions 4 and 5.

Key

1. He called Hieu at 2 p.m. yesterday afternoon.
2. Hieu was teaching children at the Happy Mind Charity Centre.
3. Yes, he was. At first, many of his students couldn't read or write. Now all of them can read and write.
4. Students' answers
5. Students' answers

3 Ask Ss to work in pairs and practise making conversations using the expressions in the box.

Example:

Huy: Daddy, I've got a surprise for you.

Daddy: Really? What's that?

Huy: Well, I was chosen to be a volunteer this summer in Bac Kan Province.

Daddy: That sounds great! Did your teacher offer you the job?

Huy: Not really. I got it by chance. I saw an advertisement online, I applied and they accepted me.

Daddy: What will you do to help people there?

Huy: I think I can help them to harvest crops and help children to learn.

Daddy: Good! I'm sure you will have a meaningful summer!

Huy: Thanks, Dad!

LANGUAGE Vocabulary

1 Ask Ss to read the conversation again and underline or highlight the adjectives ending with the suffixes *-ed*, *-ing*, *-ful*, *-less*.

- Check if Ss know the differences between *-ed* and *-ing* adjectives and *-ful* and *-less* adjectives.
- Give examples if necessary.

Key

-ed	disadvantaged, interested, excited
-ing	interesting
-ful	useful, helpful, meaningful
-less	hopeless

2 Ask Ss to work individually first. Ss work in pairs or groups to compare their answers.

- Check Ss' answers and give explanations if necessary.

Key

1. meaningless	2. interested
3. hopeless	4. useful
5. excited, meaningless	6. exciting

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can distinguish the differences in meaning between adjectives ending in the suffixes -ed, -ing, -ful, -less.*

Pronunciation



1 Listen and repeat.

/nd/	/ŋ/	/nt/
second	interesting	announcement
friend	teaching	student
understand	exciting	advertisement
planned	helping	spent
grand	training	environment

2 Practise saying the following sentences. Pay attention to the pronunciation of the ending sounds /nd/, /ŋ/, and /nt/.

1. I don't understand what the second friend says.
2. It is interesting and exciting to teach English to children in disadvantaged areas.
3. That student didn't listen to the announcement for the job advertisement.

Grammar

Irregular past tense verbs

1 Rewrite the sentences in the past tense, using the time expression in brackets.

1. I hardly ever wear jeans to school. (yesterday)

2. My sister and I buy a lot of clothes in the summer. (last summer)

3. My father sometimes reads newspapers in bed. (last night)

4. My mother makes my bed on weekends. (last Sunday)

5. I write letters to my grandparents at the weekend. (yesterday afternoon)



Do you know ...?

The past simple: Irregular verbs

Many verbs have irregular positive past simple forms. There are no spelling rules for these forms, so you need to learn them by heart.

Example:

do → did; build → built; come → came;
find → found; read → read; see → saw;
tell → told; take → took; go → went;
win → won; write → wrote; be → was/were

The past simple vs. the past continuous with *when* and *while*

2 Match 1-5 with a-e and complete the sentences in the past simple or the past continuous.

1. We were walking in the park _____
2. While I was talking to a friend, _____
3. We lost the keys _____
4. We were sitting on a bench in the park _____
5. When the phone rang, _____
 - a. _____ I (have) a bath.
 - b. _____ when someone (take) our school bags.
 - c. _____ the teacher (ask) me a question.
 - d. _____ when it (start) to rain.
 - e. _____ while we (play) in the garden.

Do you know ...?

The past simple vs. the past continuous using *when* and *while*

We often use the past continuous with the past simple. We use the past continuous to talk about an action in progress, and the past simple to talk about an action that interrupts it.

*It was raining **when** we arrived at school.*

***When** the teacher asked me a question, I wasn't listening.*

***While** they were having dinner, the telephone rang.*

*My mobile phone rang **while** I was going to school.*

Watch out!

What do you notice about commas with *When* and *While*?



Pronunciation

- 1 Play the recording and let Ss listen. Play it again with pauses for them to repeat each word.
 - Give them the meaning of the words if necessary.
 - Help Ss distinguish these three sounds.
 - Ask Ss to work in pairs and take turns reading the words in columns and in rows.
 - Invite individual Ss to read the words.
- 2 Explain the requirements of this activity to Ss, highlighting the importance of pronouncing the ending sounds correctly in English, which is a difficulty for a lot of Vietnamese students because they tend to omit the final sound when they speak English. (e.g. *spend* vs. *spent* or *lend* vs. *lent*).
 - Play the recording and ask Ss to write /nd/, /ŋ/, or /nt/ above the words that have the corresponding sound.
 - Then, put Ss in pairs to practise reading the sentences.
 - Invite some Ss to read the sentences in front of the class. Correct Ss' mistakes if there are any.

Grammar

Irregular past tense verbs

- 1 Ask Ss to read the activity, check if they understand.
 - Ask Ss to pay attention to the time expressions in brackets and ask them to find the verb tense to go with these time expressions.
 - Ss work on their own first to rewrite the sentences in the past tense, using the time expression in brackets.
 - Ask Ss to work in pairs to check their answers.
 - Check Ss' answers, highlighting the irregular past tense verbs.

Key

1. I wore jeans to school yesterday.
2. My sister and I bought a lot of clothes last summer.
3. My father read newspapers in bed last night.
4. My mother made my bed last Sunday.
5. I wrote letters to my grandparents yesterday afternoon.

The past simple vs. the past continuous with *when* and *while*

- 2 Have Ss do this activity individually. Observe and help them if necessary.
 - Ask Ss to match 1-5 with a-e and complete the sentences in the past simple or the past continuous.
 - Check Ss' answers by asking individuals to take turns reading the sentences aloud, then write them on the board.
 - Elicit Ss' answers about rules for combination of the past simple and the past continuous, using *when* and *while*.

Key

1. **d** We were walking in the park when it started to rain.
2. **c** While I was talking to a friend, the teacher asked me a question.
3. **e** We lost the keys while we were playing in the garden.
4. **b** We were sitting on a bench in the park when someone took our school bags.
5. **a** When the phone rang, I was having a bath.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can distinguish the sounds /nd/, /ŋ/, or /nt/ when they are pronounced in isolation as well as in word combination. I can use more irregular past tense verbs. I can use the past simple and the past continuous correctly in combination.*

SKILLS

Reading

Why do people volunteer?

1 You are going to read a text about the reasons why people volunteer. Before you read, tick the reasons you think you may find in the text.

- a. They want to do something good for others.
- b. Volunteers have a chance to interact with new cultures, try new food, meet new people, and speak new languages.
- c. Volunteers become more concerned and aware of the problems facing the world.
- d. Volunteers feel the pride that comes from completing something.
- e. Volunteer work is a great way to gain experience in a broad range of fields.
- f. Volunteer work can often lead to a paid job.

2 Read the text and check if your predictions in **1** are correct.

People volunteer for a number of different reasons. One of the more **obvious** reasons why people volunteer is because they find something they are passionate about and want to do something good for others.

1 _____. Many people who volunteer think that they are very **fortunate** to live the way they do and want to give something back to society, as a way of balancing the scales.

Many people choose to volunteer because of the personal benefits that volunteering has on their character. **2** _____.

In most cases, **volunteers** also become more concerned and aware of the problems facing the world and many feel that they were ignorant or **narrow-minded** before.

Volunteer work is a great way to gain experience in a broad range of fields. **3** _____.

Volunteering is a great way to put in a little of your time and gain some valuable skills, whether professional or practical.

Volunteer work can often lead to a paying job. Volunteers can try out a field to see if it suits them and also show that they are **dedicated** enough to work for free in the hope that it may lead to a paid job **4** _____.

3 Read the text. Complete the text by matching sentences a-e with gaps 1-4. There is one extra sentence you do not need.

- _____ a. Indeed, a volunteer often says that the experience has made him or her a better person.
- _____ b. You can gain experience in education, social work, health care, marketing, and web design... The opportunities are endless.
- _____ c. English teaching is a great example of a volunteer job that often turns into a career.
- _____ d. People who volunteer in their community have a personal attachment to the area and want to make it a better place for themselves and for others.
- _____ e. One of the greatest benefits of volunteering abroad is being able to spend an extended period of time in a new country.

4 Look at the highlighted word in the text and choose the correct meaning.

- 1.** obvious
A. clear B. unclear C. important
- 2.** fortunate
A. unlucky B. lucky C. wealthy
- 3.** concerned
A. tired B. bored C. worried
- 4.** narrow-minded
A. open to different people
B. not open to different opinions
C. open to different opinions
- 5.** dedicated
A. devoted B. excited C. interested

5 In pairs, discuss the following statements.

- 1.** There's no need to volunteer as very few people can benefit from volunteer work.
- 2.** The best way to volunteer is to give people money when they need it.



SKILLS

Reading

Why do people volunteer?

Lead-in: Raise the question 'Why do people volunteer?' to elicit Ss' opinions. Call on individual Ss to share their opinions, encouraging different viewpoints.

- 1** Introduce the title of the reading text and elicit the reasons why people volunteer.
 - Ask Ss to tick the reasons they may read about in the text and then compare their choices with their partner's.
 - Ask some Ss to share their opinions with other Ss in the class, encouraging different viewpoints.
- 2** Ask Ss to scan the text and check their predictions in **1**.
 - Check Ss' answers, asking them to give clues from the reading text.

Key

a. ✓ b. x c. ✓ d. x e. ✓ f. ✓

- 3** Ask Ss if they remember strategies to deal with this reading exercise – Gapped Text or Missing Sentences.
 - Elicit strategies from Ss and repeat them if necessary.

Reading strategies for Gapped Text or Missing Sentences

- Read the text quickly to get general ideas of what it is about.
 - Read the removed sentences. Think about the meaning of these sentences and make sure they match the meaning of the text before and after the gaps.
 - Make sure that the extra sentence doesn't fit in any of the gaps. If it does, check your work again.
- Ask Ss to do this activity individually, then compare with a partner.
 - Check Ss' answers and give further explanation if necessary.

Key

- 1 - d** People who volunteer in their community have a personal attachment to the area and want to make it a better place for themselves and for others.
- 2 - a** Indeed, a volunteer often says that the experience has made him or her a better person.
- 3 - b** You can gain experience in education, social work, health care, marketing, and web design: The opportunities are endless.
- 4 - c** English teaching is a great example of a volunteer job that often turns into a career.

- 4** Ask Ss to look back at the reading text to locate the highlighted words.
 - Ask Ss to guess the meaning of each of these highlighted words, based on the context.
 - Have them choose their meaning, then compare their choices with other friends.
 - Check Ss' answers.

Key

1. A 2. B 3. C 4. B 5. A

- 5** Let Ss work in pairs to discuss the statements. Elicit different ways to express giving opinions that Ss know. Add more if necessary.
 - Remind Ss to take turns speaking, not letting one keep speaking and the other keep listening.
 - Call on some pairs to perform in front of the whole class.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can understand more about why people volunteer. I have improved my reading strategies when dealing with Gapped text exercises. I can interpret the meaning of new words from their contexts.*

Speaking

Community development

1 Look at some activities for community development. Match them with the reasons why they are important.

Activities for community development

1. Building houses for low-income people
2. Building facilities like kindergartens, schools, and parks
3. Widening roads, fixing running water, providing electricity in rural and remote areas
4. Training young people for jobs
5. Protecting the environment and ensuring healthy lifestyles

Reasons why these activities are important

- a. They are prepared for the job market and find better employment.
- b. This is important because we need the Earth for life.
- c. When people have a place to live, they can develop other parts of their lives.
- d. These are necessary facilities for daily living.
- e. Without these basic things, these areas cannot develop.

2 Work in pairs. Discuss why the activities above are important for community development.

Example:

Student A: I think job training for young people is very important.

Student B: I agree. Young people are the future of a country, so training them in the right way is very important. Protecting the environment is important, too.

Student A: That's true. We all need a healthy environment.

3 Work in groups. Look again at the activities in **1**. Discuss and decide on the three most urgent / important things to do in your local area and explain why.

Useful phrases

Our top / first priority is / The most urgent / important thing to do is _____

The second priority is / The second most urgent thing to do is _____

We consider _____ to be a priority _____

We think _____ is a priority task _____

_____ take / have priority over _____



4 Present your group's decisions to the whole class. The class votes for the group with the best decisions.

Speaking

Community development

Lead-in: Ask Ss to look at the pictures on this page and name the activities in these pictures. Ss should comment whether these activities are useful to the community or not.

- 1** Ask Ss to work by themselves to look at some activities for community development and to match them with the reasons why they are important.
 - Go round and help Ss when and where necessary.
 - Have them compare the answers with others.
 - Check Ss' answers.
 - Call on individual Ss to read aloud these activities and give the reasons why they are important.

Key

1. **c** 2. **d** 3. **e** 4. **a** 5. **b**

- 2** Have Ss work in pairs to discuss why the activities in **1** are important for community development.
 - Ask Ss to prepare ideas to support their reasons.
 - Ss may have different viewpoints. Encourage these differences, providing that they support their opinions properly.

- 3** Have Ss work in groups and look at *Activities for community development* in **1**.
 - Ask members of each group to rank the activities in the order of importance. Encourage them to discuss to decide on the three most urgent / important things to do in their local area and explain why.
 - Ask Ss to practise using *Useful phrases* in speaking.
- 4** Each group chooses a presenter from their group to present the group's decisions to the whole class.
 - Other Ss in the class may raise questions to ask the presenter for further explanations.
 - Ask the class to vote for the group with the best decisions.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can express my opinion about priorities for community development and present my viewpoints to other people.*

Listening

Help the needy!



1 Discuss the following questions with a partner.

Are there people who need help in your community? If yes, what kind of help do they need? What are some different ways people can help out in their community?

2 Match the words with their definitions. What are the parts of speech of these words?

donate _____	a. a special advertisement for the public, normally about health or safety matters
non-profit _____	b. give something, especially money, to people who need it
public service announcement _____	c. not for profit purposes

3 Listen to the announcement by the director of Heart to Heart Charity and decide whether the following statements are true (T) or false (F).

	T	F
1. Heart to Heart Charity is a non-profit organisation.		
2. Few children or adults in our community are hungry, cold, or sick nowadays.		
3. You can donate food but not clothes.		
4. You can't donate money.		
5. You can donate time and work in the office of this organisation.		

4 Listen to the announcement again and choose the best answer.

1. First, you can donate _____

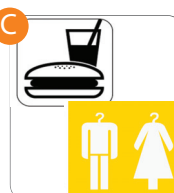
A



B



C

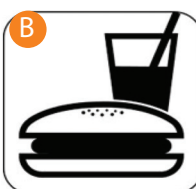


2. Second, you can donate _____

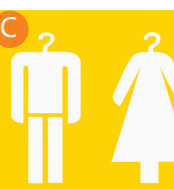
A



B



C



3. Third, you can donate _____

A



B



C



5 Work in groups. Ask and answer the following questions.

Have you ever volunteered or done community service? If yes, what did you do? If no, what is your plan to help people in your community?

Listening

Help the needy!

Lead-in: Ask Ss to look at the pictures to see what the people in these pictures are doing and why they are doing these activities.

1 Have Ss discuss the questions with a partner.

- Ss are encouraged to speak about the needy in their community.
- Call on one or two Ss to share their stories.

2 Tell Ss to match the words with their definitions, then decide the parts of speech of these words.

- Have Ss compare with their friends.
- Check Ss' answers.

Key

- a. public service announcement (noun phrase)
- b. donate (v)
- c. non-profit (adj)

3 Tell Ss that they are going to listen to the announcement by the director of Heart to Heart Charity and decide whether the statements are true (T) or false (F).

- Have Ss guess their answers, encouraging all possible guesses and explanations.
- Write the Ss' guesses on a corner of the board so that they can see if their guesses are correct later.
- Play the recording and let Ss do the activity.
- Check Ss' answers. If many Ss in the class have the same incorrect answer, play the recording again and stop at the place where Ss can get the correct answer.

Key

- 1.T 2.F 3.F 4.F 5.T

4 Have Ss listen to the announcement again and do the activity.

- Check Ss' answers.

Key

- 1.C 2.A 3.B

5 Have Ss work in groups to ask and answer the questions.

- Encourage Ss to share their personal experience or intentions to volunteer or do community service.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can understand when I listen to an announcement, asking for support / contribution to a local charity organisation.*

Audio script

This is a public service announcement for the Heart to Heart Charity. We are a non-profit organisation that helps people in need. As the Tet holiday approaches, we are asking you to think of those in our community who need help. Even today, we have unbelievable problems in our community. Many children and adults are hungry, cold and sick every day. Our goal here at Heart to Heart Charity is to help those people. To do this, we need your help. To help, you can do one of three easy things. First, you can donate food and clothes to our organisation. Your food and clothing will go straight to someone who needs it. Second, you can donate money to our organisation. We will only use your money to buy food, clothes, and medicine for the needy. Or last, you can donate your time and work in the office. We always need new volunteers. Your donation of any kind will always be welcome. So please contact us at 15 Ha Thanh Street. We are open from 8.30 a.m. to 10p.m. every day.

Writing

Volunteer work



VOLUNTEER TEACHERS NEEDED

We need experienced, creative and patient volunteers to work as teachers at our Happy Mind Charity Centre. Your job will be teaching Vietnamese and Maths to the children at our centre.

Please apply in writing to:
25 Bao Ha Street, Ha Noi, Viet Nam

Job

1 Read the letter. Why did Quan write it?

11 Ha Nam Street
Dong Da, Ha Noi
27 February, 2013

Director

Happy Mind Charity Centre
25 Bao Ha Street, Ha Noi

Dear Sir or Madam,

I am writing to apply for the post of a volunteer teacher at Happy Mind Charity Centre. I saw the advertisement in the Youth Newspaper on February 22nd. (Paragraph 1)

I have experience teaching young children. Actually, last summer, I spent two months being a tutor for a group of primary students in my area. I taught them Vietnamese and Mathematics. Their school work got much better after that. (Paragraph 2)

I am creative, patient and I have a great love for children. I can send you two references from my teachers and two from my students' parents. (Paragraph 3)

I am available for an interview any day after school or at weekends. If my application is successful, I can start teaching from next month in the afternoon and at weekends. (Paragraph 4)

I look forward to hearing from you.

Yours faithfully,

Tran Manh Quan

2 Read the letter and answer the questions.

1. How did Quan find out about the job?
2. Who did Quan teach last summer?
3. How long did he teach them?
4. How does Quan describe himself?
5. How many references can Quan give?
6. When can Quan start teaching?

3 Read the letter again. Match each paragraph in the letter with its purpose.

Paragraph 1

a. Saying you are available for an interview and when you could start work.

Paragraph 2

b. Mentioning the job you are applying for and where you saw the advert.

Paragraph 3

c. Telling why you are right for the job mentioning your personal experiences and responsibilities.

Paragraph 4

d. Listing your personal qualities and offering to send references.

4 Read the job advertisement. Answer the questions about it.

VOLUNTEERS NEEDED

We need reliable, hard-working volunteers to work at our Heart to Heart Charity Office. Your job will include welcoming guests and receiving donations for our organisation.

Please apply in writing to:
15 Ha Thanh Street, Ha Noi, Viet Nam

Job

1. What qualities are needed for the job?
2. What are the job's duties?

Watch out!

Tone is very important in writing. You can write in a formal or informal tone. What kind of tone do you use in an email to a friend? What kind of tone do you use in a job application?



5 You would like to volunteer at the Heart to Heart Charity Office. Write a formal letter of 140-160 words applying for the job. Follow the writing plan in 3.

Writing

Volunteer work

Lead-in: Ask Ss to look at the job advertisement and highlight the key information: *job title, qualities needed for the job, working experience needed for the job, and the address of the employer.*

- Ask Ss if they would like to apply for the job.

- 1 Ask Ss to read the letter and find out the reason why Quan wrote it.
 - Ss read and discuss with their friends.
 - Check Ss' answers.

Key

He wanted to apply for the volunteer teaching job.

- 2 Have Ss read the letter again and answer the questions. Ss work by themselves first then compare the answers with other Ss.
 - Check Ss' answers by asking them to read their answers aloud and correct the wrong answers if there are any.

Key

1. He saw the advertisement in the Youth Newspaper on February 22nd.
2. He taught a group of primary students in his area.
3. He taught them for two months.
4. He is creative, patient, and has great love for children.
5. He can give four references.
6. He can start teaching from next month.

- 3 Have Ss read the different purposes of each paragraph of an application letter.
 - Have Ss read the letter again to match each paragraph in the letter with its purposes.
 - Check Ss' answers.

Key

Pgph 1 - **b**
Pgph 3 - **d**

Pgph 2 - **c**
Pgph 4 - **a**

- 4 Ask Ss to read the job advertisement and answer the questions about this job advert.
 - Ss answer these questions by themselves first and then check with their partners.
 - Check Ss' answers.

Key

1. Reliable and hard-working
2. Welcoming guests and receiving donations for the organisation.

- 5 Have Ss read the activity. Ss may work in pairs or groups to brainstorm the ideas for the letter.
 - T goes around and helps students when needed. If time is available, writing can be done in class. If not, this can be assigned as part of the homework.

Suggested answer

Sender's address
Date

Director
Heart to Heart Charity Office
15 Ha Thanh Street
Dear Sir or Madam,

I am writing to apply for the job of a volunteer at your Heart to Heart Charity Office. I saw the advertisement on our school notice board last Monday.

I have experience of doing office work. Last summer, I had a chance to volunteer at the Happy Mind Charity Centre as a front office worker. There, I received visiting donors and volunteers as well.

I am reliable, honest, hard-working, and good at communication. If necessary, I can send you a reference from the Director of the Happy Mind Charity Centre.

I am available for an interview any day after school or at weekends. If my application is successful, I can start working from next week in the afternoon and at weekends.

I look forward to hearing from you.

Yours faithfully,
Nguyen Trung Hieu

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can write an application letter applying for a volunteer job in a formal tone.*

COMMUNICATION AND CULTURE

Communication

Think global, act local

- 1** Look at the list of activities. Which of them are necessary for community development in your area? Put them in the order of importance with 1 being the most important and 5 the least important.

Volunteer activities	Order of importance
Helping old or sick people	
Helping disadvantaged or handicapped children	
Helping old and childless people	
Taking part in directing the traffic	
Taking care of war invalids and the families of martyrs	

- 2** Work in groups. Exchange your opinions.

Example:

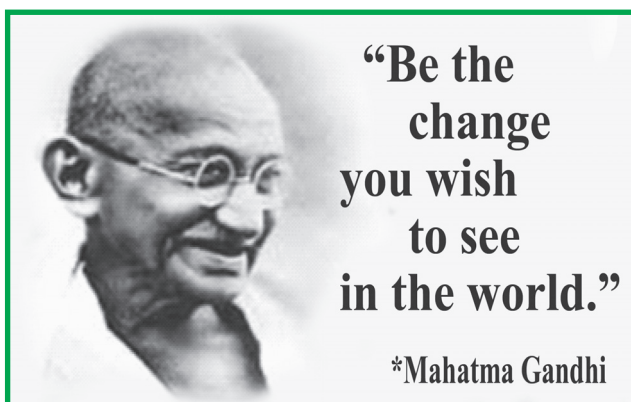
Student A: What is the most important volunteer activity in our area?

Student B: I think taking part in directing the traffic is the most important.

Student C: Really? I think

Culture

Wise words



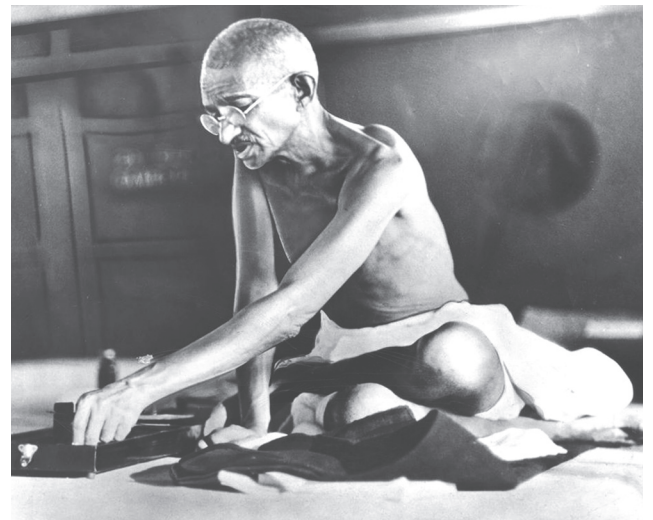
- 1** What do you know about this man? What do you think the quote means?

- 2** Read the text about Mahatma Gandhi and answer the questions.

MAHATMA GANDHI

Mahatma Gandhi was born in 1869 in India. At the age of 18, he travelled to Britain to study law at a university in London. Then he came back to India and worked there for a few years. In 1893, he got a job as a lawyer in South Africa. At that time, coloured people, including the Indians living in South Africa, and white people were not treated equally, and he fought for the rights of coloured people in general and the Indians in particular. In 1914, Gandhi moved back to India. At that time, the British ruled India and Indian people were not treated equally. Gandhi wanted the British to leave India so that the country could become independent. He was a peaceful man and against all forms of violence. In the end, he won, and the British left India in 1947. After that, Gandhi continued to fight for the rights of poor people and women in India and became a hero for millions of people.

- When and where was Mahatma Gandhi born?
- What did he do to help coloured people in South Africa? Why?
- What were his contributions to India?



- 3** Work in groups. Talk about a person who contributed to the development of your local area / your country. Share your ideas with your group.

COMMUNICATION AND CULTURE

Communication

Think global, act local

Lead-in: Elicit Ss' interpretation of this saying, encourage Ss to speak their minds. Help Ss to understand this saying in a proper way.

- 1 Inform Ss of the requirements of this activity. Help Ss with difficult lexical items if there is a need. Individually, Ss rank the activities in order of importance as guided.
- 2 Have Ss form groups consisting of Ss coming from different parts of the districts.
 - Ask Ss to exchange their opinions.

Culture

Wise words

- 1 Ask Ss to look at the man in the picture and say whether they know anything about him and his contributions.
 - Elicit Ss' knowledge about this man.
 - Have Ss work in pairs, look at the quote and exchange opinions about how they understand this quote.
 - Go to random pairs, listen to their opinions, and facilitate if necessary.

- 2 Tell Ss to read a text about Mahatma Gandhi and answer the questions about his life.
 - Ss read the text on their own, find information to answer questions, and compare with other Ss.
 - Check Ss' answers.

Key

1. He was born in 1869 in India.
2. He fought for the rights of coloured people in general and the Indians in particular.
3. He helped to make the British leave India so that India became independent in 1947. He also fought for the rights of poor people and women in India.

- 3 Ask Ss to form groups. Each group should think of a person who contributed to the development of their local area / your country.
 - Ss brainstorm his / her contributions to the local area or to the country.
 - Ss practise speaking about this person.
 - Share with other groups.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can talk and express my views about priorities for community development in my living area. I can talk about a person in my community / culture and his / her contribution to community development.*

LOOKING BACK

Pronunciation



1 Listen and circle the words you hear in the sentences.

	A	B
1.	end	ant
2.	mend	meant
3.	ring	rink
4.	sting	stink
5.	lend	lent
6.	spend	spent

Vocabulary

Choose the words from the box to complete the following sentences.

excited meaningful interesting
donate disadvantaged meaningless

- Before he joined our volunteer team, he felt his life was boring. Sometimes he thought it was _____.
- They all got _____ about the trip to Ha Long Bay, so they had a sleepless night.
- The donation of warm clothes from the donors last winter was really _____ to those poor children.
- The charity music night was _____. All the audience thought it was interesting.
- The public service announcement called for volunteers to _____ time to look after sick people in the local hospital.
- Those volunteers spent a sleepless night preparing gifts for _____ children in Cao Bang.

Grammar

1 Write the sentences. Use the past simple or the past continuous form of the verbs.

- The telephone / ring / while / we / have dinner
- I / wait / at the bus stop / when / I / receive / his text message
- It / start / to rain / while / we / walk home / from school
- You / listen / when / the teacher / call / your name?
- He / walk along / the corridor / he see / a job advertisement / on the notice board

2 Read the text about Tilly Smith and put the verbs in brackets in the past simple or the past continuous.

FROM A GEOGRAPHY LESSON TO A REAL LIFE EXPERIENCE

Tilly Smith was born in 1994. She came from Surrey, England. At school, she was very interested in her Geography classes. On 26th December, 2004 Tilly _____ (1. have) a holiday with her family in Thailand when she _____ (2. realise) that Geography was not only an interesting school subject but also helped to save people's lives.

While Tilly _____ (3. sit) on Maikhao Beach in Phuket, Thailand, the sea water suddenly receded from the shoreline. Tilly _____ (4. recognise) the symptoms of a tsunami because two weeks before her holiday she learnt about tsunamis in a Geography lesson from her teacher at school. Tilly _____ (5. want) to leave the beach quickly because she knew what _____ (6. happen), but the people on the beach didn't seem to care. She was very worried and _____ (7. tell) her parents about it immediately.

When Tilly's father warned others on the beach and the staff at the hotel where they were staying about the possible tsunami, she _____ (8. run) to a safe place with her mother and sister. The tsunami _____ (9. be) a terrible disaster for thousands of people, but it _____ (10. not kill) anybody on Maikhao Beach thanks to Tilly.

3 Read the text again and answer the following questions.

- Who was Tilly Smith?
- Which school subject was she interested in?
- What happened when Tilly was sitting on Maikhao Beach?
- What did she do to help people on Maikhao Beach at that time?
- Do you know anyone in your community who saved others' lives? Talk about that person.

LOOKING BACK

Lead-in: Ask Ss to recall what they have learnt in Unit 4.

Pronunciation

- 1 Have Ss practise in pairs, saying the words in isolation.
- Ask each student to say two pairs of words.
- Help Ss to say these words correctly.
- Play the recording for Ss to listen to the sentences and circle the words in A or B that they hear.
- Ss cross check with a partner.
- Check Ss' answers.

Key

1. B 2. A 3. B 4. B 5. B 6. B

Audio script

1. Look at that ant.
2. He didn't mend that.
3. They have just built a new ice rink in the area.
4. The houses in this area stink of carbon dioxide gas.
5. The banks lent money to the poor people in the village.
6. We spent our last summer holiday doing volunteer work in a mountainous province of Viet Nam.

Vocabulary

- Have Ss do this vocabulary exercise.
- Ask Ss to choose the words from the box to complete the following sentences.
- Check Ss' answers and explain if necessary.

Key

- | | |
|----------------|------------------|
| 1. meaningless | 2. excited |
| 3. meaningful | 4. interesting |
| 5. donate | 6. disadvantaged |

Grammar

- 1 Ask Ss to write the sentences. Use the past simple or the past continuous form of the verbs.
- Ask some Ss to write these sentences on the board.
- Have other Ss comment.
- Check Ss' sentences on the board.

Key

1. The telephone rang while we were having dinner.
2. I was waiting at the bus stop when I received his text message.
3. It started to rain while we were walking home from school.
4. Were you listening when the teacher called your name?
5. He was walking along the corridor when he saw a job advertisement on the notice board.

- 2 Tell Ss to read a text about Tilly Smith and how her interest helped to save her life and the lives of other people on Maikhao Beach, Phuket, Thailand.

- Ask Ss to put the verbs in brackets in the past simple or the past continuous. Let Ss check in pairs or groups. Check Ss' answers and give explanations if necessary.

Key

- | | |
|----------------|------------------|
| 1. was having | 2. realised |
| 3. was sitting | 4. recognised |
| 5. wanted | 6. was happening |
| 7. told | 8. ran |
| 9. was | 10. didn't kill |

- 3 Ask Ss to read the text again and answer the questions that follow.

- Ss check answers in pairs or groups.
- Call on individual Ss to answer these questions, asking for clarification if necessary.

Key

1. She was a school girl from Surrey, England.
2. She was interested in Geography.
3. The sea water suddenly receded from the shoreline, which is a symptom of a tsunami.
4. She told her parents about a possible tsunami, and her father warned other people on the beach and the staff at the hotel where they were staying about it.
5. Students' own answers.

PROJECT

Find someone / a place in your community that needs help.

What are the problems of this person / this place?

What do you think you can do to help? Make a plan.

Present your ideas to the whole class.



NOW YOU CAN

- ▶ Use words and phrases about volunteer work and community development
- ▶ Use the past simple and the past continuous to talk about past experiences
- ▶ Understand the common reasons why people do volunteer work
- ▶ Talk about community development
- ▶ Write an application letter applying for volunteer work

PROJECT

- Ask Ss to work in groups, so they can share the workload.
- Ss find someone / a place in your community that needs help.
- Ss find out the problems of this person / this place from different sources: their neighbours, their friends, media
- Ss work out what they can do to help and make a plan.
- As groups, they present their ideas to the whole class.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can use the language of Unit 4. I can talk about volunteering and community development. I can work out a plan to help someone in need in my community.*

Unit 5 INVENTIONS

GETTING STARTED

Computers and our lives



This unit includes:

LANGUAGE

Vocabulary

Words and phrases related to inventions

Pronunciation

Stress patterns: compound nouns and noun groups

Grammar

- The present perfect
- Gerunds and infinitives

SKILLS

- Reading for general ideas and specific information about natural world as inspiration for inventions
- Talking about inventions, their uses and their benefits
- Listening for specific information from an interview
- Writing about the benefits of an invention

COMMUNICATION AND CULTURE

Talking about inventions in Asian countries

1 Listen and read.

Phong: Dad, you promised to reward me if I passed the English test. Well, I did!

Phong's father: OK. What do you want – a laptop, a video game, an e-book reader, or a smartphone?

Phong: Wow, dad. You're so generous. My old mobile phone is still good. Um... the screen of an electronic book is rather small, so I think a laptop will be my choice.

Phong's father: What a wise choice, Phong! A laptop has lots of benefits. It's portable, so you can take it with you; it's economical, so we don't have to spend too much money; and it's very versatile, as it can do many things.

Phong: When you were my age, you didn't have a computer, did you?

Phong's father: Of course not. No emails, no online games, no Internet, no online shopping, no ...

Phong: How could you live without those things?

Phong's father: We did. But computers have really changed our lives. The computer is definitely one of the greatest inventions in the world. Now, tell me what you will do with your laptop.

Phong: I'll use it to listen to music, to chat with my friends, and to play games.

Phong's father: Is that all? How about for your studies?

Phong: Yeah... I'll use it for researching topics on the Web and typing my assignments as well.

Phong's father: Right. Use it wisely, and it will be your best friend.

OBJECTIVES

By the end of this unit, Ss can

- use words and phrases related to the topic *Inventions*
- understand the formation of compound nouns and their meanings
- identify the stress patterns of compound nouns and noun groups
- use the gerunds and infinitives to talk about the uses or purposes of something
- use the present perfect tense to describe an event or action happening in the past but having a result in the present
- read a text about inventions based on nature for the main idea and specific information
- talk about some unique inventions, their uses and their benefits
- listen to an interview for specific information
- make an outline before writing a short paragraph about the benefits of an invention.

GETTING STARTED

Computers and our lives

Lead-in: Inform the class of the lesson objectives: getting to know the topic, vocabulary related to inventions, and two grammar points.

- 1 Ask Ss to look at the picture and tell them the two people in the picture are Phong and his father. Let Ss guess what Phong and his father are talking about.
 - Play the recording. Have Ss listen and read silently.
 - Tell Ss not to worry about the new vocabulary or grammar points. The new items will be dealt with after Activity 3.

2 Work in pairs. Ask and answer the questions.

1. What did Phong's father promise Phong?
2. Why doesn't Phong choose a smartphone as a reward?
3. Give evidence to support Phong's father's idea that computers have changed people's lives.
4. What will Phong use his laptop for?
5. Do you agree with Phong's father that Phong has made a wise choice? Why or why not?

3 Match each word with its definition.

1. generous	a. easy to carry around
2. portable	b. having many different uses
3. economical	c. kind and ready to give more (of something) than expected
4. versatile	d. giving good value for money

LANGUAGE

Vocabulary

- 1 a. Use a dictionary to find the meanings of the following compound nouns and their parts. Write them in the appropriate columns.

	Compound noun	Meaning of compound noun	Meaning of first part	Meaning of second part
1.	video game			
2.	smartphone			
3.	laptop			
4.	e-book			
5.	email			

- b. Discuss your findings with a partner. Is the meaning of each compound noun a combination of the meanings of its parts?



2 Below are parts of some other compound words. Match the first parts of the words with the second ones.

First part	Second part
1. pencil	a. machine
2. black	b. processor
3. washing	c. phones
4. head	d. case
5. food	e. board

Pronunciation

- 1 Listen and repeat these words or phrases. Pay attention to their stressed syllables.

● ●	black board	● ●	blackboard
	white board		whiteboard
	hot dog		hot dog
	light house		lighthouse
	running dog		running dog

- 2 Listen and tick (✓) the words you hear.

● ●	1. (a) green house <input type="checkbox"/>	● ●	(b) greenhouse <input type="checkbox"/>
	2. (a) soft ware <input type="checkbox"/>		(b) software <input type="checkbox"/>
	3. (a) gold brick <input type="checkbox"/>		(b) goldbrick <input type="checkbox"/>
	4. (a) moving van <input type="checkbox"/>		(b) moving van <input type="checkbox"/>
	5. (a) tall boy <input type="checkbox"/>		(b) tallboy <input type="checkbox"/>



- 2 This activity focuses on comprehension. Have Ss work in pairs to practise asking and answering the questions.

Key

1. He promised to reward Phong if Phong passed the English test.
2. Because his old mobile phone is still good.
3. Computers have changed our lives in many ways: faster communication (emails), free entertainment (online games), convenient shopping (online shopping), etc.
4. He will use his laptop for listening to music, chatting with friends, playing games, researching topics on the Web and typing his assignments.
5. (Answers may vary.)

- 3 This matching exercise helps Ss to guess the meanings of the words used in the dialogue. Ask Ss to use the context and clues in the dialogue.

Key 1. **c** 2. **a** 3. **d** 4. **b**

LANGUAGE Vocabulary

- 1 Explain to Ss that the meaning of a compound noun is not always based on the meanings of its parts. Help them to use the dictionary to look for the meanings of five compound nouns and their parts.
- Prepare some pictures of a video game, a smartphone, a laptop, and an e-book reader for illustration, if Ss don't know these things.

Key a.

1. video game: a game in which players control and move images on a screen (**video**: film or image; **game**: something you play for fun)
 2. smartphone: a mobile phone that has some functions of a computer (**smart**: intelligent, computer-controlled; **phone**: a telephone)
 3. laptop: a portable, small computer that can work with a battery (**lap**: top part of your leg; **top**: upper surface)
 4. e-book: a book that is displayed on a computer screen or an electronic device (**electronic**: using microchips to control a small electric current; **book**: a written work)
 5. email: a way of sending messages to other people by using a computer (**electronic**: using microchips to control a small electric current; **mail**: post, letters)
- b.** No, not always (e.g. laptop)

- 2 The focus of Activity 2 is on the formation of compound nouns (N + N, Adj + N, or V-ing + N). Tell Ss that some compound nouns are written as one word (e.g. *bedroom*), some as two words (e.g. *swimming pool*), and some with a hyphen in between (e.g. *mother-in-law*).

Key

1. **d** pencil case
2. **e** blackboard
3. **a** washing machine
4. **c** headphones
5. **b** food processor

Pronunciation

Activities 1 and 2 focus on the stress patterns of compound nouns (primary stress is usually on the first part) and noun groups (primary stress is on the second part).

- 1 Model the pronunciation (or play the recording) for Ss to repeat chorally and individually.
- 2 Ask Ss to listen and tick the words that they hear.

Audio script

1. GREENhouse
2. soft WARE
3. gold BRICK
4. MOVING van
5. tall BOY

Key 1. **b** 2. **a** 3. **a** 4. **b** 5. **a**

Notes

If necessary, T may explain the meanings of the compound nouns and noun groups in 1 and 2.

Noun groups	Noun phrases
black board : a board that has the black colour	blackboard : a large board with a smooth black or dark green surface that teachers write on with a piece of chalk
white board : a board that has the white colour	whiteboard : a large board with a smooth white surface that teachers write on with a marker
hot dog : a dog that feels hot	hot dog : a hot sausage that is served in a long bread roll
light house : a house that is full of light	lighthouse : a tower that contains a strong light to guide ships
running dog : a dog that is running	running dog : a dog used for racing
green house : a house that has the green colour	greenhouse : a building with glass walls and roof for growing plants in
soft ware : objects that are soft	software : the programmes used to operate a computer
gold brick : a brick made of gold	goldbrick : a person who is lazy and tries to avoid work by pretending to be ill
moving van : a van that is moving	moving van : a large van used for moving furniture from one house to another
tall boy : a boy that is tall	tallboy : a tall piece of furniture with drawers to store clothes in

Grammar

Gerunds and infinitives

1 Complete the definitions or uses of the inventions using the correct forms of the verbs given (*V-ing* or *to-infinitive*).

1. A laptop or a smartphone can be used for (get) _____ access to the Internet or (send) _____ messages.
2. You can use social networking sites (create) _____ your personal profile and (contact) _____ other people.
3. When you're tired of carrying lots of books or novels when you travel, an e-book reader may help – it is used (read) _____ electronic books, newspapers or magazines.
4. If you want to relax without using a smartphone with a small screen or a bulky laptop, you can use a handheld video game device (play) _____ computer games.
5. A food processor is used for (chop) _____ up or (mix) _____ food.
6. We can use a USB stick (store) _____ a lot of music or video files.

2 Think of an item in your classroom or house. Describe it to a partner, using a gerund or an infinitive. See if your partner can guess what it is.

Example:

Student A: This is used for making clothes clean.

Student B: Is it a washing machine?

Student A: That's right.

Do you know ...?

We can use gerunds and infinitives to describe the purpose of something

- * Infinitive: use sth. / sth. is used + to-infinitive
- * Gerund: for + V-ing

Examples:

A ruler is used to draw straight lines.
A ruler is used for drawing straight lines.
We can use a ruler to draw straight lines.

The present perfect

1 Label the timelines below with the words from the box.

past present future present perfect



2 Match the beginnings in A with the ends in B. Put the verbs within brackets in the present simple or the present perfect.

A Beginnings	B Ends
1. Kim (break) her arm,	a. 'Me too.'
2. He (look) unhappy	b. so she can't play badminton.
3. 'You (know) that woman?'	c. so all the valuables in it (disappear).
4. 'I (ask) for help from the teacher.'	d. because he (lose) all his money.
5. He (leave) the desk unlocked,	e. 'I do, but I (forget) her name.'

3 The following paragraph is about the importance of computers. Choose the correct verb tense.

Life without computers (1) seems / has seemed simply impossible now. Computers (2) affected / have affected every aspect of our lives. Since the time they (3) were / have been invented, computers (4) encouraged / have encouraged great technological progress in different fields. Along with computers, the Internet (5) aids / has aided the developments in technology. However, many people argue that computers (6) killed / have killed physical contact between people. For example, teenagers now (7) prefer / have preferred chatting on the computer to meeting face to face. Do you agree?

Do you know ...?

The present perfect describes an event or action happening in the past but having a result in the present.

* Has / Have + past participle

Grammar

Gerunds and infinitives

- 1 Explain to Ss that *V-ing* (after the preposition *FOR*) or *to-infinitive* is used to describe the use or purpose of something.

Key

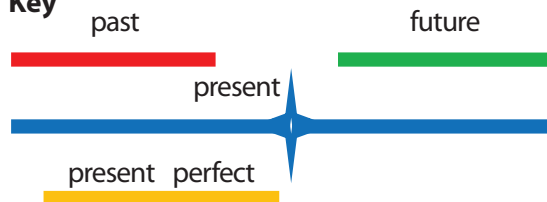
- | | |
|---------------------|----------------------------|
| 1. getting; sending | 2. to create; (to) contact |
| 3. to read | 4. to play |
| 5. chopping; mixing | 6. to store |

- 2 This activity encourages Ss to use the gerund or infinitive to describe things around them (e.g. school things such as an eraser, a pen, or a calculator; things at home such as a bookshelf, a rice cooker, or a fridge).
- First, have two Ss model the example. Then, divide the Ss into pairs and let them do the activity.

The present perfect

- 1 The timelines help Ss to have a deeper understanding of the uses of the present, past, and future tenses – with more focus on the present perfect.
- Draw the timelines on the board and explain to Ss that they should write a word from the box above each line.
 - Have a student come to the board and write the answers in the timelines.

Key



- 2 The focus of this activity is the distinction between the present simple and the present perfect.
- Ask Ss to match the beginnings in A with the ends in B to make meaningful sentences or exchanges.
 - Help Ss to use the correct verb tense in each case.

Key

- | |
|--|
| 1. b has broken |
| 2. d looks; has lost / lost |
| 3. e Do you know; have forgotten / forget |
| 4. a have asked |
| 5. c left; have disappeared |

- 3 This activity aims to help Ss to distinguish uses of the present perfect, the present simple and the past simple tenses. Have Ss do the activity individually and then check the answers as a class.

Key

- | | |
|--------------|--------------------|
| 1. seems | 2. have affected |
| 3. were | 4. have encouraged |
| 5. has aided | 6. have killed |
| 7. prefer | |

Notes

- The present simple is used for a general fact (1, 7).
- The past simple is used for a past action or event (3).
- The present perfect is used for a past action or event with a result extending to the present (2, 4, 5, 6).

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can pronounce the compound nouns with the correct stress pattern. I can talk about the uses of things around me. I can distinguish the present simple, the past simple, and the present perfect.*

SKILLS

Reading

Wonderful nature

1 What can the animals or the leaves in the pictures do that people can't? Name some things people have invented to make up for what they cannot do. Discuss your ideas with a partner and then read the text.



a



b



c

People often use the natural world as inspiration for their inventions. By observing animals and plants, they design new products to serve humans. Here are some examples.

Animals can do many things humans cannot, like flying or staying underwater for a long time. The aeroplane, with its wings and shape imitating those of a bird, is one of the greatest inventions in our history. Thanks to it, people can travel long distances in the air. This has helped to develop trade and tourism. The submarine, which can travel underwater, imitates a dolphin's shape. Submarines are very useful for scientists to learn about the undersea world.

Plants around us are also great sources of ideas for other wonderful inventions. The self-cleaning glass window and the fabric used to make umbrellas are both inspired by the smooth leaves of a lotus plant, with their ability to wash away dirt in the rain. Another product is Velcro. This hook-and-loop fastener was invented after a Swiss engineer observed how the seeds of a plant clung to his clothing. He then made two fabrics stick together thanks to the hooks on one surface and the loops on the other. Since then, Velcro has gradually become a familiar fastener for shoes, jackets, and even spacesuits.

It is definitely true that nature has inspired numerous inventions and technologies. Scientists and inventors have tried to imitate something in nature in an effort to create better, stronger, safer tools and devices for our everyday life.



2 What is the most suitable title of the text?

- a. Mother Nature
- b. Imitating Nature
- c. Greatest Inventions

3 Match the words with their meanings.

1. inspire	a. cloth or material for making clothing, curtains, etc.
2. fastener	b. give someone a desire to do something well
3. fabric	c. thread or fibre with a curved end
4. hook	d. special clothing for an astronaut
5. loop	e. device used to close a piece of clothing
6. spacesuit	f. thin thread or fibre in the shape of a circle

4 Answer the questions about the text.

- 1. What are the inventions that imitate animals?
- 2. What are the inventions that imitate plants?
- 3. Why is the aeroplane considered one of the greatest inventions in our history?
- 4. What can help scientists to learn about life under the sea?
- 5. How can a glass window clean itself?
- 6. Find the words or phrases in the text that can describe an aeroplane, a submarine, and Velcro.

5 Which of the four inventions mentioned in the text is the best imitation of nature? State your reasons.

SKILLS

Reading

Wonderful nature

Lead-in: Draw Ss' attention to the heading of the Reading section: *Wonderful nature*. Ask them to guess what the text might be about.

- 1** Have Ss work in pairs to discuss what the animals in the pictures can do but people can't. Ask Ss questions to help them think of some devices or equipment that people have created to allow them to do what they normally cannot (e.g. *As people cannot fly, what have they made to help them fly?*).

Key

Picture a: A bird can fly.

Picture b: A dolphin can swim and stay underwater for a long time.

Picture c: A lotus leaf does not get wet. It washes water away.

People have invented an aeroplane, a ship or submarine, and a waterproof raincoat to make up for what they cannot do as well as these animals or leaves.

- 2** Ask Ss to read the text quickly and pick out repeated words or phrases (e.g. *inventions / invent, imitating / imitates, inspiration / inspired*). Tell them that repeated words in a text may reveal its main idea or general title.

- Have Ss skim the text and choose the best title from three options.

Key

b. Imitating Nature

- 3** Ask Ss to read the text again and underline the six words from **1**. Encourage Ss to guess the meanings of these words from context and match them with the correct definition.

Key

1. b	2. e	3. a
4. c	5. f	6. d

- 4** Ask Ss to answer the questions individually. Tell them to underline the key words in the questions and the relevant words or phrases in the text.

Key

- The inventions that imitate animals are the aeroplane and the submarine.
- The inventions that imitate plants are Velcro, the self-cleaning glass window and umbrella fabric.
- The aeroplane is considered one of the greatest inventions in our history because it helps us to travel long distances in the air and encourages the development of tourism and trading.
- A submarine can help scientists to learn about life under the sea.
- The material that makes up the glass window has the ability to wash away the dirt in the rain.
- An aeroplane:* 'its wings and shape imitating those of a bird'
A submarine: 'imitates a dolphin's shape'
The Velcro: 'hook-and-loop fastener'; 'two fabrics sticking together thanks to the hooks on one surface and the loops on the other'

Notes

The name 'Velcro' is a derivation from the French words *Velours* (velvet) and *Crochet* (hook) and was registered as a trademark on May 13, 1958.

- 5** Let Ss work in groups of 3 or 4 to discuss the question and decide which of the four inventions is the best imitation of nature. Remind Ss that the invention they choose needs to be very similar to the related animal or plant in appearance or function.

LESSON OUTCOME

- Ask Ss: *What have you learnt today?*
- Elicit answers: *I have learnt about how animals and plants in nature can inspire inventors to create useful devices or equipment to make our life easier and more comfortable.*

Speaking

Unique inventions

1 Practise the conversation with a partner.

Mai: What's that machine, John? It looks like a printer but a bit bigger and heavier.

John: It's a 3-D printer. I've just bought it.

Mai: 3-D printer? What's it used for?

John: Well ... It's used for producing solid objects similar to the originals.

Mai: Really? For example?

John: You can make things like a cup, a spoon, or even a toy car.

Mai: Fantastic. Does that mean I can make my own things at home and save lots of money?

John: That's right.

2 Complete the table with the information about the invention mentioned in the conversation above.

a. Name of invention	
b. Characteristics	bigger and heavier than a normal printer
c. Use	
d. Benefits	

3 Discuss two more inventions with a partner. Complete the table below with the phrases in the box.

- not costly
- environmentally-friendly
- easy to use
- not dependent on electricity
- easy to carry
- easy to transport files



a. Name of Invention	portable solar charger	USB stick
b. Characteristics	small, portable	small, portable
c. Use	charge mobile devices (mobile phones, cameras, and laptop)	store data (audio or video files)
d. Benefits	- - -	- - -

4 Work with a partner. Choose one invention mentioned in 3 and make a similar conversation as in Activity 1. You can use the information in the table or your own ideas.

5 Work in groups. Choose one of the inventions below and prepare a talk to introduce it to other group members.

- laptop
- e-book reader
- food processor



Speaking

Unique inventions

Lead-in: Inform the class of the lesson objectives: talking about inventions.

- 1 Ask Ss what they think the heading of the speaking section *Unique inventions* means.

Suggested answers

Very special or unusual inventions.

- Ask Ss to practise the conversation in pairs.
- 2 Have Ss complete the table with the information from the conversation. Explain to them that the four ideas suggested in the table are the key points they need to mention when talking about an invention.

Key

a. Name of invention	3-D printer
b. Characteristics	bigger and heavier than a normal printer
c. Use	to produce solid objects similar to the originals
d. Benefits	economical (saving lots of money)

Notes

A 3-D printer is a machine that can produce three dimensional solid objects. The printing process is similar to the process of making a multi-layer cake: The printer produces layer after layer of the model object until the final product is formed. Some companies are using this printer to produce a prototype of products (e.g. shoes) and make changes before manufacturing the 'real' products. The common material used in a 3-D printer is thermoplastic (a kind of flexible plastic that becomes hard when it cools).

- 3 Ask Ss to look at the pictures of a portable solar charger and a USB stick (or flash drive) and discuss which benefits (suggested in the box) are suitable for each invention.

Key

Portable solar charger: not dependent on electricity; environmentally-friendly; easy to carry, not costly

USB stick: not costly; easy to use; easy to transport files

Note: Some benefits can be suitable for both inventions: easy to use, easy to carry, not costly

- 4 Ask Ss to use the information in the table (in 3) and talk about one invention. Tell them that they can make some changes in the sample conversation (from 1) to make their own conversation natural and logical.
- 5 Put Ss in groups of 4 or 5. Each group chooses one invention and discusses which information they may use to introduce the invention to other groups. Their talk should include information about the characteristics, use, and benefits of the invention.

OR ask Ss to think about any other inventions, choose one, and talk about it.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I have learnt about some new and unusual inventions. I can talk about their characteristics, uses, and benefits.*

Listening

Flying cars

- 1** Look at the picture and discuss with a partner what this flying car (or aerocar) can and cannot do.



- 2** Listen to an interview with Mr Brown, a spectator at a test flight of a flying car. Tick the words or phrases that you hear.

- | | | | |
|----------------------|--------------------------|---------------|--------------------------|
| - traffic jams | <input type="checkbox"/> | - collapsible | <input type="checkbox"/> |
| - traffic congestion | <input type="checkbox"/> | - collapse | <input type="checkbox"/> |
| - gallon | <input type="checkbox"/> | - runaway | <input type="checkbox"/> |
| - garage | <input type="checkbox"/> | - runway | <input type="checkbox"/> |



- 3** Listen and answer these questions.

1. Where is the test flight taking place?
2. What does Mr Brown do?
3. Why is he interested in the test flight?
4. What does Mr Brown like about the flying car?
5. What is the biggest problem with this flying car?

- 4** Listen again and complete the information about the flying car. Write one word or number in each gap.

1. size: a little bit _____ than a normal car
2. petrol consumption: _____ gallon(s)
per hour in the air
_____ gallon(s)
per 50 km on the ground
3. speed: _____ km per hour in the air
_____ km per hour on the ground

- 5** Do you want to own a flying car like Mr Brown? Why or why not? Is there a way to solve the problem with the car that Mr Brown discusses?



Listening

Flying cars

Lead-in: Inform the class of the lesson objectives: listening for specific information.

- 1 Ask Ss to look at the picture and answer the guiding questions.
 - a. What does this flying car have on both sides of its body? Does it have wheels?
 - b. Can it fly? Can it run on the ground? Can it move in water?
 - 2 Before Ss listen to the recording, ask them to look at 8 words in Activity 2. Explain the meanings of the words they do not know.
- Have Ss listen and tick the words they hear.

Audio script

Reporter: Excuse me; I'm from the ABC Discovery Channel. May I ask you a few questions?

Mr Brown: Sure.

Reporter: Your name is

Mr Brown: Eric Brown.

Reporter: Yes, Mr Brown. Why are you interested in this test flight in New York City?

Mr Brown: Well ... I'm a businessman here in this city. You see... there are quite a lot of traffic jams during the rush hours. I guess owning a flying car like this might be a good idea.

Reporter: I see. What do you like about this car?

Mr Brown: It's not... not too big, just a little bit bigger than a normal car. So when its wings collapse, it fits quite well in any garage. Second, it doesn't use too much gas – just five gallons per hour in the air and one gallon per 50 km on the ground.

Reporter: How about its speed?

Mr Brown: It's OK. It can reach 120 km per hour on the ground and nearly 200 in the air.

Reporter: Anything you don't like about it, Mr Brown?

Mr Brown: Yes. It needs a runway. That's the biggest problem. What happens if it gets stuck in traffic and cannot take off?

Reporter: Yeah... Thank you very much for spending time with us...

Key

traffic jams; collapse; garage; gallon; runway

- 3 Ask Ss to listen again and answer the questions.
 - Encourage Ss to take notes. Remind them that notes are key words and ideas that can be written down quickly.
 - Have Ss compare their answers with their partners'.

Key

1. In New York City.
2. He's a businessman.
3. He's considering owning a flying car to deal with the traffic problem.
4. It's not too big, so it can be put in a garage.
5. This flying car cannot take off without a runway.

- 4 This task focuses on specific information about the flying car. Ask Ss to guess what kind of information they may put in the gaps.

Key

1. bigger
2. 5 (in the air); 1 (on the ground)
3. 200 (in the air); 120 (on the ground)

- 5 Ask Ss to discuss in pairs whether or not they want to own a flying car. Draw their attention to the problem with the flying car (e.g. in need of a runway).

Suggested answers

A possible solution to the problem: Making it leave the ground like a helicopter.

LESSON OUTCOME

- Ask Ss: *What have you learnt today?*
- Elicit answers: *I have learnt about an invention – the flying car. I have practised listening for details and taking notes.*

Writing

How good is it?

- 1** Which of these audio devices do you have or want to have? Discuss with a partner.



speakers



headphones



earbuds

- 2** The following text is about earbuds and their three benefits. Below it are the details supporting each benefit. Put the details in the appropriate gaps.

Most young people have a pair of earbuds with them when they go out. When connected to a portable media player or a mobile phone, earbuds help you listen to music or audio lessons. What are their benefits?

First, a pair of earbuds is small and light, so it is portable.

1. _____
_____.

Second, earbuds are not costly. They are not as expensive as a set of speakers.

2. _____
_____.

Finally, you can use earbuds to listen to music or your listening lessons anywhere, even in public places.

3. _____
_____.

- a. With about 100,000 VND, you can get a pair. Of course, you have to pay more for those of higher quality.
- b. Only you can hear the sounds from the media player or mobile phone. Nobody is disturbed.
- c. Earbuds are not bulky. You can put them in your bag or even your pocket.

- 3** Complete the following outline for the paragraph on earbuds in **2**.

a. Topic: *The benefits of earbuds*

b. Thesis sentence: _____

c. Supporting idea 1 and further explanation:
small, light, portable => put in a bag or pocket
Supporting idea 2 and further explanation:

Supporting idea 3 and further explanation:

- 4** Choose one invention and write a similar paragraph about its benefits.

Benefits of a smartphone

- a. for communication: make phone calls, send & receive messages
- b. for entertainment: listen to music, play games
- c. for information: surf the Web, use maps to look for places

Benefits of a digital camera

- a. portable: light, small, not bulky
- b. convenient: quick to view and delete photos; easy to store and transfer photos to a computer
- c. economical: no money spent on film

Writing

How good is it?

Lead-in: Inform the class of the lesson objectives: writing a paragraph with details or examples as supporting ideas.

- 1 Have Ss work in pairs and discuss whether or not they have any of the audio devices illustrated by the pictures. Encourage them to extend their discussion to the benefits of each kind of device (e.g. The speakers can produce sounds loud enough for everybody in a large room to hear; headphones and earbuds do not disturb other people when you listen to music; earbuds are more convenient than headphones because they are smaller in size).

Notes:

Headphones (B.E.) = earphones (A.E)

- 2 The focus of this task is on how to develop a paragraph. Explain to Ss that one way to support an idea in a paragraph is to give further explanation or an example.
- Ask Ss to read a paragraph about the benefits of earbuds and match the details with the benefits.

Key

1. **c** 2. **a** 3. **b**

- 3 Have Ss read the paragraph about earbuds again and complete the outline of this paragraph. Help Ss to analyse the structure of a paragraph step by step.

Key

- a. Topic: The benefits of earbuds
- b. Thesis sentence (Topic sentence): What are its benefits?
- c. Supporting idea 1 and further explanation: small, light, portable → put in a bag or pocket
Supporting idea 2 and further explanation: not costly → about 100,000 VND
Supporting idea 3 and further explanation: used anywhere → will not disturb anybody

- 4 Put Ss into groups of three or four. Ask them to choose one invention and discuss what they will write about. Encourage Ss to make complete sentences about the benefits of the invention they have chosen.

- Call on some Ss to suggest their group's thesis sentence and the benefits of the invention aloud. Correct Ss' mistakes in grammar or word choice.
- Have Ss work independently and write their own paragraphs.
- Choose one or two paragraphs and ask the whole class to give comments and corrections.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I have learnt about how to write a complete paragraph with supporting ideas. I can write about the benefits of an invention.*

COMMUNICATION AND CULTURE

Communication

Discussion

- 1** In groups, vote for the best invention among those in the list below. The best invention needs to meet the four criteria listed in the voting sheet. Tick (✓) the appropriate boxes.

Voting sheet

		useful to a lot of people	not expensive	easy to use	available / easy to buy
1.	solar charger				
2.	digital camera				
3.	3-D printer				
4.	laptop				
5.	smartphone				
6.	television				
7.	washing machine				

- 2** Report and explain your group's results to the whole class.

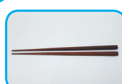
Example:

We vote for digital cameras because they are very useful. We use them to take pictures of people we spend time with or beautiful places we visit. What's more, a digital camera does not cost too much, and we don't have to buy rolls of film for it...

Culture

- 1** Do you know which countries these inventions are from? Match the country names with the inventions.

Countries	Inventions
1. China	a. medical incubator
2. Japan	b. PC sound card
3. Singapore	c. chopsticks
4. The Philippines	d. instant noodles



- 2** Read the text and answer the questions.

There is quite a long list of important inventions from Asian countries that help people. The Chinese invented paper, chopsticks and gun powder. The Japanese invented instant noodles and video games. In many Southeast Asian nations, agriculture is the main economic activity and pollution is a major problem. That is why there have been other important inventions to deal with these issues. Thai people, for example, have contributed to environmental protection and benefited farmers, who depend on water for their crops. Below are three significant inventions from a well respected Thai inventor, King Bhumibol Adulyadej.

The king's Chaipattana Aerator was patented in 1993 and has won several international awards. This is a kind of paddle-wheel machine that helps to add oxygen to the wastewater to 'clean' it before it is reused for farming.

In 1999 and 2003, he obtained Thai patents for his rain-making techniques. In addition to helping agriculture directly, these techniques have helped to increase the volume of water in rivers and streams and improved forest conditions.

The king's biodiesel oil project was first introduced in 2001. Its aim is to turn palm oil into biodiesel as an alternative source of energy. Biodiesel is a good choice for an alternative fuel, at a time when Thailand needs to reduce its use of fossil energy to protect the environment.

Questions

- What are the main issues of many Southeast Asian countries?
- Write the names of the inventions under the pictures.



a. _____ b. _____ c. _____

- Which inventions have directly benefited farmers?
- Which inventions have helped to protect the environment? Pick out information from the text to support your answer.
- In your opinion, which of the three inventions from Thailand mentioned in the text is the most important? Why?

COMMUNICATION AND CULTURE

Lead-in: Inform the class of the lesson objectives: further skill development.

Communication

- 1 Ss have more chances to practise speaking. Explain to Ss that they need to consider all four criteria when voting for the best invention. To give Ss more freedom, allow them to choose another invention not mentioned in the list.
- 2 Have Ss prepare a talk about the best invention. Their talks should have strong arguments to persuade the audience.

Culture

- 1 Ask Ss to look at the pictures and discuss with a partner what the inventions are for. Then have them guess which countries these inventions are from.

Key

1. China: **(c)** chopsticks (for picking up food)
2. Japan: **(d)** instant noodles (eaten when you don't have much time to prepare the meal)
3. Singapore: **(b)** PC sound card (for putting into a computer to allow the use of sound with multimedia software)
4. The Philippines: **(a)** medical incubator (for keeping a newborn baby warm)

- 2 Tell Ss some important information about King Bhumibol Adulyadej. Ask Ss if they know the meaning of 'patent'. Explain to them that an inventor needs to get a patent for his invention to protect his/her idea.
- For more advanced classes, extend the activity by letting Ss discuss whether there are patents in Viet Nam.

Notes:

King Bhumibol Adulyadej was born in Massachusetts, USA, where his father was studying at Harvard University (in 1927). He studied in Switzerland from 1933 to 1945 before returning to Thailand. In the years following, he began what has become his way of life – travelling throughout the year to the provinces and rural areas of the kingdom to visit his people, talk to them and, perhaps even more important, listen to them. He learns their needs and their problems and then tries to find a way of giving immediate help. He is the longest-reigning monarch in the world today (from 1946).

- Ask Ss to read the text and answer the questions.

Key

1. The two issues are agriculture development and environmental protection.
2. a. rain-making technique; b. biodiesel; c. Chaipattana Aerator
3. Chaipattana Aerator and rain-making techniques.
4. All three inventions have helped to protect the environment: Chaipattana Aerator → cleans wastewater; rain-making techniques → improves forest conditions; biodiesel → reduces the use of fossil energy
5. (Answers may vary.)

LESSON OUTCOME

- Ask Ss: *What have you learnt today?*
- Elicit answers: *I have improved my speaking and reading skills. I have discovered more about some inventions from Asia.*

LOOKING BACK

Pronunciation

- 1 These words below are compound nouns or noun phrases. Put them in the correct columns according to their stress patterns. The first one in each column is an example.

food processor	correction pen
laptop	digital camera
earbuds	solar charger
washing machine	runway
smartphone	

● ●	● ●
food processor	solar charger



- 2 Listen and repeat these words.

Vocabulary

Complete these sentences using the words given in the box. Make changes where necessary.

invention	portable	
economical	expensive	benefit

1. A digital camera is more _____ than a film camera: You don't have to buy rolls of films.
2. Our teacher gave us an assignment on modern _____ of the 21st century.
3. Modern inventions tend to be small and _____, so they can be taken along and used everywhere.
4. Even the best invention may have both _____ and drawbacks.
5. It's difficult to look for products of high quality which are not _____.

Grammar

- 1 Read the following short exchange. Fill in the gaps with the present perfect or the present simple forms of the verbs in brackets.

Kim: Help me, Eric. My party (1. be) _____ next week and I (2. not plan) _____ the menu yet. I (3. waste) _____ three days worrying, and I still (4. not have) _____ any ideas. What should I do?

Eric: Don't panic. Your guests (5. not start) _____ arriving yet, so ask everyone to bring something. Then you can order some pizzas or buy spring rolls from a Vietnamese takeaway. Nobody (6. say) _____ no to pizzas or spring rolls, I'm sure.

- 2 Answer these questions, using the gerund or infinitive forms of verbs to describe functions or purposes.

1. What is a washing machine used for?
2. What can a solar charger be used for?
3. What do you use to listen to music and watch videos?
4. What is a correction pen used for?
5. What do you use a 3-D printer for?



LOOKING BACK

Lead-in: Inform the class of the lesson objectives: reviewing pronunciation, vocabulary, and grammar.

Pronunciation

- 1 Ask Ss to pick out compound nouns and put them in the first column. The other words are noun groups and are put in the second column. Help Ss to review the stress patterns of compound nouns and noun groups.

Key

See audio script below.

- 2 Play the recording. Have Ss listen and repeat.

Audio script

- ● food processor, smartphone, laptop, washing machine, earbuds, runway
- ● solar charger, correction pen, digital camera

Vocabulary

The five words in the box are the most commonly used ones in the unit. Have Ss put them in the gaps of the five sentences.

Key

- | | |
|---------------|---------------|
| 1. economical | 2. inventions |
| 3. portable | 4. benefits |
| 5. expensive | |

- Extend this task by asking Ss to make their own sentences with these words.

Grammar

- 1 Have Ss read the exchange once to grasp the general idea. Then have them work with a partner and discuss which verb form should be used in each gap.

Key

- | | |
|--------------------|--------------------|
| 1. is | 2. haven't planned |
| 3. have wasted | 4. don't have |
| 5. haven't started | 6. says |

- 2 The focus of this task is on using the gerund or infinitive forms in the answers to describe functions or purposes of things. It also helps Ss to review the uses of some inventions mentioned in the previous sections.

- First, have Ss do the exercise individually. Then ask them to work in pairs to practise asking and answering the questions.

Key

1. A washing machine is used for washing clothes.
2. A solar charger can be used for charging mobile devices.
3. I use a laptop (smartphone, ipad,...) to listen to music and watch videos.
4. A correction pen is used for covering a writing error.
5. I use a 3-D printer to produce / make solid objects. (OR: ... for producing solid objects.)

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can pronounce the compound nouns and noun groups with correct stress patterns. I can use the gerund and infinitive to describe the uses of objects. I can use the present perfect to talk about actions happening in the past but having the results in the present.*

PROJECT

1 Think about an imaginary invention that may be useful to you or other people. Consider these questions:

1. What is it used for?
2. Who can use it?
3. Where may it be used?
4. Is it expensive?
5. Is it easy to use?

2 Work in groups. Describe your invention to your group members. Which invention is the best in your group?



3 Your group is going to take part in the contest 'Best Invention of the Year' organised by your school. To get ready for this contest, design a poster about the best invention from Activity 2.

NOW YOU CAN

- Talk about inventions, their use and benefits
- Pronounce compound nouns with correct stress patterns
- Describe things using gerunds and infinitives
- Use the present perfect tense to describe an action happening in the past but having a result in the present
- Write about inventions

PROJECT

Lead-in: Inform the class of the lesson objectives: free practice in groups.

- 1** In this activity, Ss are free to create their own invention – something they have wished to have.
 - To inspire Ss' imagination, give some examples of imaginary inventions based on objects owned by the characters in a cartoon or story: *Harry Potter's invisibility cloak*, *Doraemon's magic pocket*, *Aladdin's magic lamp*, etc.
- 2** Ask Ss to work in groups and have each student present his / her own invention. Then ask the group to select the best invention.
- 3** Let Ss look at the sample poster of a smartphone. Draw Ss' attention to the information they should give in the poster.
 - Ask Ss to work together to design a poster on a large-sized sheet of paper.
 - Have the groups hang their posters on the wall, and all Ss vote for the best invention of their class.

LESSON OUTCOME

- Ask Ss: *What have you learnt today? What can you do now?*
- Elicit answers: *I can design a poster about an invention. I have learnt to cooperate with others in doing some learning tasks. Our creativity is developed.*

REVIEW 2

UNITS 4-5

LANGUAGE

Vocabulary

1 Complete the sentences using the endings: -ing, -ed, -ful, or -less of the words in brackets.

- Kate is _____ because her job is _____. (bore)
- Jane is _____ in volunteer work. She finds it _____. (interest)
- Those children look miserable! They're _____ and _____. (parent, home)
- These clothes are _____ to the street children in my town. (use)
- Mark is _____ with the volunteer work in this charity organization. He is not very _____ about getting a paid job next time. (disappoint, hope)

2 Complete the following sentences with suitable words or phrases from the box.

e-books laptop mobile phones
online games smartphone

- A _____ is used for making a phone call, getting access to the Internet, or listening to music.
- It is convenient for you to read _____ when you travel.
- Today young people are very much interested in playing _____.
- Can I borrow your _____ for a while? My desktop doesn't work.
- Students are not allowed to use _____ in classes.

Pronunciation

3 Group the words or phrases according to their stress patterns and read them aloud. The first ones have been done as examples.

electronic book medical mirror
food processor immune system
mobile phone online game
solar charger laptop
washing machine hearing aid

• •	• •
washing machine	electronic book
_____	_____
_____	_____
_____	_____
_____	_____

Grammar

4 Complete the sentences using the correct form of each verb, the past simple or the past continuous, with 'when' or 'while'.

- When I _____ (arrive) home, my brother _____ (talk) to someone in the living room.
- Linda _____ (make) lunch when the phone _____ (ring).
- While we _____ (play) football on the beach, it suddenly _____ (begin) to rain.
- When I _____ (see) the newcomer, he _____ (stand) outside the classroom.
- Someone _____ (steal) her purse while she _____ (get on) the bus.

5 Put the verb into the correct form, the present perfect, the simple past, or the past continuous.

Peter: (1) _____ (you/visit) the Sydney Opera House?

Mary: Yes. It's very beautiful!

Peter: (2) When _____ (you/see) it?

Mary: Last year. (3) I _____ (see) it while (4) I _____ (spend) my summer holiday in Sydney.

Peter: What about the Great Barrier Reef in Queensland?

Mary: No. I _____ (never/be) there. I'll go to see it some day.

6 Complete the following sentences using the correct form of the verb (V-ing or to-infinitives).

- This room is only for _____ (conduct) experiments.
- You can use a smartphone _____ (surf) the Net.
- This ink is used for _____ (print) books and newspapers.
- I went out _____ (buy) some batteries for my alarm clock.
- Hurry up! Why don't you use the microwave oven _____ (defrost) the chicken before cooking?

INTRODUCTION

The aim of Review 2 is to revise the language and skills Ss have learnt and practised in Units 4-5.

T may ask Ss what they have learnt so far in terms of language and skills; then summarise their answers and add some more information, if necessary.

LANGUAGE

Language review can be used as a self-assessment test or revision for Ss. Ss do the activities; and then T checks the answers with the whole class. T may conduct each activity separately.

Vocabulary

- 1 Ask Ss to do this activity individually, and then compare their answers with a partner's. Write the correct answers on the board. Remind Ss of the use of adjective endings: *-ing*, *-ed*, *-ful*, or *-less*, if necessary.

Key

1. bored – boring
2. interested – interesting
3. parentless – homeless
4. useful
5. disappointed – hopeful

- 2 Ask Ss to do this activity individually. Ask a student to write his / her answers on the board. Read aloud each answer and ask the class if they agree or not, then confirm the correct one.

Key

1. smartphone 2. e-books 3. online games
4. laptop 5. mobile phones

Pronunciation

- 3 Ask Ss to do this activity individually, and then compare their answers with a partner's. Show the correct answers on the board.

Key

washing machine	electronic book
food processor	solar charger
immune system	medical mirror
laptop	mobile phone
hearing aid	online game

Grammar

- 4 Elicit the form and use of the past simple or past continuous, with '*when*' or '*while*'. Ask a student to write his / her answers on the board while other Ss also do this task. Check Ss' answers, ask them for explanations, if necessary.

Key

1. arrived – was talking
2. was making – rang
3. were playing – began
4. saw – was standing
5. stole – was getting on

- 5 Elicit the form and use of the present perfect, the simple past, or the past continuous. Ask Ss to do this activity individually, and then compare their answers with a partner's. Ask a student to write his / her answers on the board. Check the answers with the whole class.

Key

1. Have you visited 2. did you see 3. saw
4. was spending 5. have never been

- 6 Elicit the use of form of the verb (*V-ing* or *to-infinitives*). Ask Ss to do this activity individually and then compare their answers with a partner's. Write the correct answers on the board, and give explanations, if necessary.

Key

1. conducting 2. to surf 3. printing
4. to buy 5. to defrost

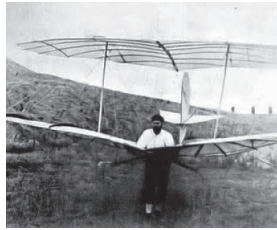
SKILLS

Reading

1 a. Read the text.

Up in the sky

Aviation is the flying or operating of an aircraft. People who fly aircrafts are called aviators. Over the years there have been many talented aviators. Percy Pilcher, an English engineer and aviation pioneer, was one of them.



In the 1890s, Pilcher built and flew a glider, a light aircraft that flies without an engine, called *the Hawk*. However, his dream was to achieve powered flight. He wanted to soar like the birds flying fast and high in the air! He built another *soaring machine*, this time, with an engine.

In 1899, he was ready to make his first test flight with his powered *soaring machine*. Unfortunately, the engine broke. Not wanting to disappoint the audience, he decided to fly the *Hawk* instead. Sadly, he crashed and died.

In 1903, two American brothers, called the Wright brothers, achieved the first powered flight. One hundred years later, in 2003, at the time of the centenary of powered flight, a replica of Pilcher's plane was built and flown. This exact copy of Pilcher's plane achieved a controlled flight of one minute and 26 seconds, longer than the Wright brothers' first flight of 59 seconds.

b. Find the definitions of the words below in the text and write them next to the words.

1. aviator _____
2. glider _____
3. soaring _____
4. centenary _____
5. replica _____

2 Read the text again and decide whether the following statements are true (T) or false (F).

	T	F
1. Percy Pilcher built and flew a <i>Hawk</i> glider in 1890s.		
2. He made the first test flight with his <i>soaring machine</i> in 1899.		
3. He crashed and died because his new plane's engine broke.		
4. The Wright brothers were successful in their first powered flight in 1903.		
5. The Wright brothers achieved a controlled flight, which was longer than the flight, a replica of Pilcher's <i>soaring machine</i> made in 2003.		

Speaking

3 Work in pairs. Put the following activities in order (1- 5) from the most important to the least important for your community. Discuss why you have chosen this order.

- _____ building one or two more school(s) for children
- _____ setting up one new hospital
- _____ upgrading the roads in your area
- _____ providing vocational training for young people
- _____ cleaning up the polluted environment

4 Work in groups. Try to create an outline for one of the activities in 3. Think about the Wh-Questions: Who? What? When? Where? Why? How? Present your outline to the class.

Listening

5 Listen to the recording about the volunteer work for children in Viet Nam and choose the correct answer A, B, or C.

1. There are some kinds of volunteers who work for _____ in Viet Nam.
A. disadvantaged children B. poor people
C. old people
2. Many children are _____.
A. homeless B. parentless
C. jobless
3. The role of the volunteer is to provide _____ for these children.
A. food and drink B. accommodation
C. love, education, and life skills
4. Volunteers can help children by teaching them _____.
A. Vietnamese, arts and crafts
B. music, sports, and other life skills
C. both A and B
5. Volunteers with the proper qualifications can support children _____.
A. without being educated
B. with mental and physical disabilities
C. coming from poor families

Writing

6 Write about the benefits of a handheld device like the one in the photo below. Use the following prompts or your own ideas.

1. **For information:** surf the Net anywhere, anytime using wi-fi or 3G technology
2. **For entertainment:** mainly play games, listen to music, watch full-HD movies, take photos and make video clips with high resolution.
3. **For communication:** have chats with friends, make voice calls / videocalls through the Internet
4. **For convenience:** light, thin, well-designed, easy to transfer data to a computer

SKILLS

Reading

Ask Ss to do Activities **1** and **2** individually, and check the answers with a partner's. Give the correct answers and explanations, if necessary.

Key

1b:

1. aviator
a person who flies an aircraft
2. glider
a light aircraft that flies without an engine
3. soaring
flying fast and high in the air
4. centenary
the 100th anniversary of an event
5. replica
an exact copy of something

2: 1. T 2. F 3. F 4. T 5. F

Audio script

Today there are some kinds of volunteers who work for disadvantaged children in Viet Nam. They work in institutions like orphanages, disability centres, villages, and shelters for street children. Many children are parentless or their families are unable to care for them. The role of volunteers is to provide love, education, and life skills for these children. They can help with caring for children, teaching Vietnamese, arts, crafts, music, sports, and life skills where possible. They are required to have specialized training in physiotherapy, nursing, or other professions when working with children with mental and physical disabilities.

Key 1. A 2. B 3. C 4. C 5. B

Speaking

- 3** Ask Ss to work in pairs discussing the activities in Activity **3**. Go round helping weaker Ss. Ask each pair to report their choice and explain their decision.
- 4** Ask Ss to work in groups and try to create an outline for one of the activities in Activity **3**. Then ask Ss to present their outline to the class.

Listening

- 5** Play the recording about the volunteer work for children in Viet Nam. Ask Ss to choose the correct answer A, B, or C.
- Play the recording again once or more times for Ss to listen and check their answers. Write the correct answers on the board, and give explanations, if necessary.

Writing

- 6** Ask Ss to use the prompts given in Activity **6** or their own ideas to write about the benefits of a handheld device.
 - Make sure that Ss understand the key words or phrases, such as: *using wi-fi or 3G technology, full-HD movies, video clips with high resolution, make voice calls / videocalls through the Internet.*
 - Ask Ss to write the draft first in class, and then write their final versions at home.

GLOSSARY

Abbreviations

adj : adjective

adv : adverb

con : conjunction

n : noun

pre : preposition

pro : pronoun

v : verb

np: noun phrase

acupuncture (n)	/ˈækjupʌŋktʃə(r)/	châm cứu	Unit 2
advertisement (n)	/ədˈvɜːtɪsmənt/	(mục) quảng cáo, (mục) rao vặt	Unit 4
ailment (n)	/ˈeɪlmənt/	bệnh tật	Unit 2
air (v)	/eə(r)/	phát thanh/hình	Unit 3
allergy (n)	/ˈælədʒi/	dị ứng	Unit 2
announcement (n)	/əˈnaʊnsmənt/	thông báo	Unit 4
apply (v)	/əˈplaɪ/	nộp đơn xin việc	Unit 4
audience (n)	/ˈɔːdiəns/	khán/thính giả	Unit 3
balance (v)	/ˈbæləns/	làm cho cân bằng	Unit 4
benefit (n)	/ˈbenɪfɪt/	lợi ích	Unit 1
biography (n)	/baɪˈɒɡrəfi/	tiểu sử	Unit 3
boost (v)	/buːst/	đẩy mạnh	Unit 2
breadwinner (n)	/ˈbredwɪnə(r)/	người trụ cột đi làm nuôi cả gia đình	Unit 1
bulky (adj)	/ˈbʌlki/	to lớn, kềnh cang	Unit 5
by chance (np)	/baɪ tʃɑːns/	tình cờ, ngẫu nhiên	Unit 4
cancer (n)	/ˈkænsə(r)/	ung thư	Unit 2
celebrity panel (np)	/sɪˈlebrɪti ˈpænl/	ban giám khảo gồm những người nổi tiếng	Unit 3
chore (n)	/tʃɔː(r)/	công việc vặt trong nhà, việc nhà	Unit 1
circulatory (adj)	/ˈsɜːkjələt(ə)ri/	(thuộc) tuần hoàn	Unit 2
clip (n)	/klɪp/	một đoạn phim/nhạc	Unit 3
collapse (v)	/kəˈlæps/	xếp lại, sụp lại	Unit 5
community (n)	/kəˈmjuːnəti/	cộng đồng	Unit 4
complicated (adj)	/ˈkɒmplɪkeɪtɪd/	phức tạp	Unit 2
composer (n)	/kəmˈpəʊzə(r)/	nhà soạn nhạc	Unit 3
compound (n)	/ˈkɒmpaʊnd/	hợp chất	Unit 2
concerned (adj)	/kənˈsɜːnd/	lo lắng, quan tâm	Unit 4
consume (v)	/kənˈsjuːm/	tiêu thụ, dùng	Unit 2
contest (n)	/ˈkɒntest/	cuộc thi	Unit 3

contribute (v)	/kən'trɪbjʊ:t/	đóng góp	Unit 1
creative (adj)	/kri'eɪtɪv/	sáng tạo	Unit 4
critical (adj)	/'krɪtɪkl/	hay phê phán, chỉ trích, khó tính	Unit 1
dangdut (n)	/'dæŋdʊt/	một loại nhạc dân gian của In-đô-nê-xia	Unit 3
debut album (np)	/'deɪbjʊ: 'ælbəm/	tập nhạc tuyển đầu tay	Unit 3
dedicated (adj)	/'dedɪkeɪtɪd/	tận tâm, tận tụy	Unit 4
development (n)	/dɪ'veləpmənt/	sự phát triển	Unit 4
digestive (adj)	/daɪ'dʒestɪv/	(thuộc) tiêu hóa	Unit 2
disadvantaged (adj)	/,dɪsəd'vɑ:ntɪdʒd/	thiệt thòi	Unit 4
disease (n)	/dɪ'zi:z/	bệnh	Unit 2
donate (v)	/dəʊ'neɪt/	cho, tặng	Unit 4
earbud (n)	/'ɪəbʊd/	tai nghe	Unit 5
economical (adj)	/,ɪ:kə'nɒmɪkl/	tiết kiệm, không lãng phí	Unit 5
employment (n)	/ɪm'plɔɪmənt/	việc tuyển dụng	Unit 4
enormous (adj)	/ɪ'nɔ:məs/	to lớn, khổng lồ	Unit 1
equally shared parenting (np)	/'i:kwəli ʃeə(r)d 'peərəntɪŋ/	chia sẻ đều công việc nội trợ và chăm sóc con cái	Unit 1
evidence (n)	/'evɪdəns /	bằng chứng	Unit 2
excited (adj)	/ɪk'saɪtɪd/	phấn khởi, phấn khích	Unit 4
extended family (np)	/ɪk'stendɪd 'fæməli/	gia đình lớn gồm nhiều thế hệ (có thể cả họ hàng) chung sống	Unit 1
fabric (n)	/'fæbrɪk/	vải; chất liệu vải	Unit 5
facility (n)	/fə'sɪləti/	cơ sở vật chất, trang thiết bị	Unit 4
fan (n)	/fæn/	người hâm mộ	Unit 3
(household) finances (n)	/'haʊshəʊld faɪ'næns/	tài chính, tiền nong của gia đình	Unit 1
financial burden (np)	/faɪ'nænʃl 'bɜ:dn/	gánh nặng về tài chính, tiền bạc	Unit 1
fortunate (adj)	/'fɔ:tʃənət/	may mắn	Unit 4
frown (v)	/fraʊn/	cau mày	Unit 2
gender convergence (np)	/'dʒendə(r) kən'vɜ:dʒəns/	các giới tính trở nên có nhiều điểm chung	Unit 1

GLOSSARY

generous (adj)	/ˈdʒenərəs/	rộng rãi, hào phóng	Unit 5
global smash hit (np)	/ˈgləʊbl smæʃ hɪt/	thành công lớn trên thế giới	Unit 3
grain (n)	/greɪn/	ngũ cốc	Unit 2
grocery (n)	/ˈgrəʊsəri/	thực phẩm và tạp hóa	Unit 1
handicapped (adj)	/ˈhændɪkæpt/	tàn tật, khuyết tật	Unit 4
headphones (n)	/ˈhedfəʊnz/	tai nghe qua đầu	Unit 5
heal (v)	/hi:l/	hàn gắn, chữa (bệnh)	Unit 2
heavy lifting	/ˈhevi ˈlɪftɪŋ/	mang vác nặng	Unit 1
helpful (adj)	/ˈhelpfl/	hữu ích	Unit 4
homemaker (n)	/ˈhəʊmmeɪkə(r)/	người nội trợ	Unit 1
hopeless (adj)	/ˈhəʊpləs/	vô vọng	Unit 4
idol (n)	/ˈaɪdl/	thần tượng	Unit 3
imitate (v)	/ˈɪmɪteɪt/	bắt chước, mô phỏng theo	Unit 5
inspiration (n)	/ˌɪnspəˈreɪʃn/	cảm hứng; nguồn cảm hứng	Unit 5
inspire (v)	/ɪnˈspaɪə(r)/	truyền cảm hứng	Unit 2
interact (v)	/ˌɪntərˈækt/	tương tác	Unit 4
interested (adj)	/ˈɪntərəstɪd/	quan tâm, hứng thú	Unit 4
interesting (adj)	/ˈɪntərəstɪŋ/	hay, thú vị	Unit 4
intestine (n)	/ɪnˈtestɪn/	ruột	Unit 2
invalid (n)	/ɪnˈvælɪd/	người tàn tật, người khuyết tật	Unit 4
invention (n)	/ɪnˈvenʃn/	sự phát minh, vật phát minh	Unit 5
iron (v)	/ˈaɪən/	là/ủi (quần áo)	Unit 1
judge (n)	/dʒʌdʒ/	ban giám khảo	Unit 3
laptop (n)	/ˈlæptɒp/	máy tính xách tay	Unit 5
laundry (n)	/ˈləʊndri/	quần áo, đồ giặt là/ủi	Unit 1
lay (the table for meals)	/leɪ/	dọn cơm	Unit 1
leader (n)	/ˈliːdə(r)/	người đứng đầu, nhà lãnh đạo	Unit 4
lung (n)	/lʌŋ/	phổi	Unit 2
martyr (n)	/ˈmɑːtə(r)/	liệt sĩ	Unit 4
meaningful (adj)	/ˈmiːnɪŋfl/	có ý nghĩa	Unit 4
muscle (n)	/ˈmʌsl/	cơ bắp	Unit 2
narrow-minded (adj)	/ˌnærəʊ-ˈmaɪndɪd/	nông cạn, cạn nghĩ, hẹp hòi	Unit 4
needle (n)	/ˈniːdl/	cây kim	Unit 2
nerve (n)	/nɜːv/	(dây) thần kinh	Unit 2
non-profit (adj)	/nɒn-ˈprɒfɪt/	phi lợi nhuận	Unit 4

nuclear family (np)	/'nju:kliə(r) 'fæməli/	gia đình nhỏ chỉ gồm có bố mẹ và con cái chung sống	Unit 1
nurture (v)	/'nɜ:tʃə(r)/	nuôi dưỡng	Unit 1
obvious (adj)	/'ɒbvɪəs/	rõ ràng, hiển nhiên	Unit 4
opportunity (n)	/,ɒpə'tju:nəti/	cơ hội, dịp	Unit 4
oxygenate (v)	/'ɒksɪdʒəneɪt/	cấp ô-xy	Unit 2
passionate (adj)	/'pæʃənət/	say mê, đam mê	Unit 4
patent (n, v)	/'pætnt/	bằng sáng chế; được cấp bằng sáng chế	Unit 5
patient (adj)	/'peɪʃnt/	kiên trì, kiên nhẫn	Unit 4
phenomenon (n)	/fə'nɒmɪnən/	hiện tượng	Unit 3
platinum (n)	/'plætɪnəm/	danh hiệu thu âm dành cho ca sĩ hoặc nhóm nhạc có tuyển tập nhạc phát hành tối thiểu 1 triệu bản	Unit 3
pop (n)	/pɒp/	nhạc bình dân, phổ cập	Unit 3
portable (adj)	/'pɔ:təbl/	dễ dàng mang, xách theo	Unit 5
position (n)	/pə'zɪʃn/	vị trí, địa vị, chức vụ	Unit 4
post (n)	/pəʊst/	vị trí, địa vị, chức vụ	Unit 4
post (v)	/pəʊst/	đưa lên Internet	Unit 3
poultry (n)	/'pəʊltri/	gia cầm	Unit 2
principle (n)	/'prɪnsəpl/	nguyên tắc, yếu tố cơ bản	Unit 5
priority (n)	/praɪ'ɒrəti/	việc ưu tiên hàng đầu	Unit 4
process (n)	/'prəʊses/	quy trình	Unit 3
public (adj)	/'pʌblɪk/	công cộng	Unit 4
release (n)	/rɪ'li:s/	công bố	Unit 3
remote (adj)	/rɪ'məʊt/	xa xôi, hẻo lánh	Unit 4
respiratory (adj)	/rɪ'spɪrətəri/	(thuộc) hô hấp	Unit 2
responsibility (n)	/rɪ,sponsɪ'bɪlɪti/	trách nhiệm	Unit 1
running water (np)	/'rʌnɪŋ 'wɔ:tə(r)/	nước máy	Unit 4
submarine (n)	/,sʌbmə'ri:n/	tàu ngầm	Unit 5
velcro (n)	/'velkrəʊ/	một loại khóa dán	Unit 5

Chịu trách nhiệm xuất bản :

Chủ tịch Hội đồng Thành viên kiêm Tổng Giám đốc NGUYỄN NGÔ TRẦN ÁI

Phó Tổng Giám đốc kiêm Tổng biên tập GS. TS VŨ VĂN HÙNG

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Trình bày bìa và minh họa : NGUYỄN BÍCH LA

Sửa bản in : LÊ THỊ HUỆ – TRẦN THU HÀ

Chế bản tại : CTCP MỸ THUẬT & TRUYỀN THÔNG

Sách được biên soạn, biên tập, thiết kế với sự cộng tác của Tập đoàn Xuất bản Giáo dục Pearson.
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**Bản quyền thuộc Nhà xuất bản Giáo dục Việt Nam – Bộ Giáo dục và Đào tạo,
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TIẾNG ANH 10 – SÁCH GIÁO VIÊN – TẬP MỘT

Mã số : CG018M4

Số ĐKKH xuất bản : 01-2014/CXB/418-1062/GD

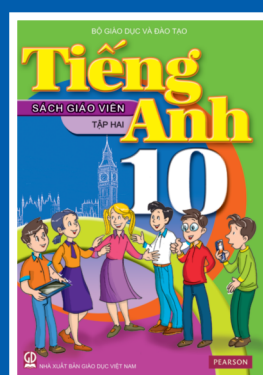
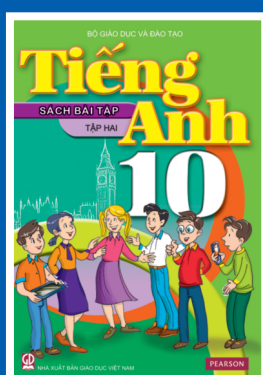
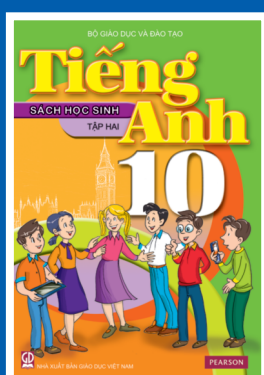
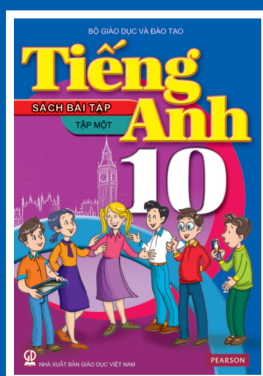
In bản (QĐ), khổ 20.5 × 29 (cm)

In tại :

Địa chỉ :

In xong và nộp lưu chiểu tháng năm 2014.

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Bạn đọc có thể mua sách tại :

- Các Công ty Sách - Thiết bị trường học ở các địa phương.
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Website : www.nxbgd.vn

